# MARYLAND HIGHER EDUCATION COMMISSION

EDUCATION POLICY COMMITTEE

MEETING AGENDA

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| Time: | 10:00 A.M. |
| Date: | Wednesday, January 16, 2002 |
| Place: | Commission Conference Room<br>Fourth Floor, 16 Francis Street<br>Annapolis, Maryland 21401 |

# MARYLAND HIGHER EDUCATION COMMISSION
## EDUCATION POLICY COMMITTEE
### MEETING AGENDA

TIME:    10:00 A.M.      PLACE:    Fourth Floor Conference Room
            Wednesday                     16 Francis Street
            January 16, 2002           Annapolis, Maryland   21401

MINUTES


EDUCATION POLICY COMMITTEE
MARYLAND HIGHER EDUCATION COMMISSION
Annapolis, Maryland

October 10, 2001



Members Present
Charles B. Saunders, Jr.
Edward O. Clarke, Jr.
Dorothy Dixon Chaney
Anne Osborn Emery
John L. Green

Staff Present

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| Karen R. Johnson | Laura Filipp | Dominique Raymond |
| John A. Sabatini, Jr. | Michael Keller | Genevieve Segura |
| Janice B. Doyle | Michael J. Kiphart | Orie Jones |
| Pace J. McConkie | David E. Sumler | |


## CALL TO ORDER

Commissioner Saunders called the meeting to order at 11:03 a.m.

## APPROVAL OF MINUTES

A motion to approve the May 3, 2001 Education Policy Committee minutes was made and seconded. The motion was unanimously approved and carried.

### Amendments to the Maryland Higher Education Commission Minimum Requirements (In-State and Out-of-State) Regarding Waivers for Full-Time Faculty and Library Resources

Dr. John A. Sabatini, Jr. began by stating that the proposed amendments were in direct response to the Commission's charge to revise the minimum requirements pertaining to faculty and library waivers. The proposed amendments would revise the minimum requirements for both in-state and out-of-state institutions. Dr. Sabatini reported that Commission staff consulted a number of national reports in their preparation of the amendments. He also suggested that in response to the concerns raised by segmental and campus representatives that additional time for processing these proposed amendments

would be appropriate. It was therefore suggested that action on this item be rescheduled for the next Education Policy Committee meeting on January 16, 2002.

Dr. Nick Allen, Provost & Chief Academic Officer, University of Maryland University College (UMUC), expressed his concerns with the proposed changes to the current regulations, stating that the initial proposed changes would complicate the issue. He said he believes the current regulations are clear and concise in defining full-time faculty. Dr. Allen added that UMUC is one of the few institutions that have a waiver to the 50% rule and that this is due to the institution's mission to address the needs of adult students. He said UMUC will no longer require waivers and will request that the Maryland Higher Education Commission (Commission) end UMUC's waivers in the near future.

Dr. Pamela Lemons, representing the University of Phoenix, stated that the university has been working with Dr. Sabatini and will continue to meet whatever requirements are necessary in addressing this issue.

Commissioner Clarke referred to past discussions about faculty and library waivers. He said the Commission initially asked for a review of the requirements since it appeared waivers were being granted to every institution that applied.

It was decided that this issue would be addressed at the next Education Policy Committee meeting scheduled for January 16, 2002.

## Maryland Workforce Educational Needs Assessment Survey

Dr. Sabatini began with an overview of the Maryland Workforce Educational Needs Assessment Survey, the third annual report conducted by the Commission and several other state agencies. The survey indicated approximately 50% of Maryland businesses are satisfied with the State's 2- and 4-year institutions. The survey also showed that businesses relied more on in-house training, corporate universities, and other private vendors for education and training rather than utilizing Maryland institutions. Dr. Sabatini recommended that the Commission facilitate a meeting with the business community and Maryland institutions of higher education in an effort to develop a strategic plan for responding to workforce demands. Dr. Sabatini further stated that there have been follow-up surveys that indicate employer satisfaction with our graduates. These surveys show the business community is very satisfied with the results of the education and training process.

Commissioner Saunders said the Commission has reviewed some of the institution's individual assessments. He said many of them have had surveys of employer satisfaction that ran around 80 to 90%. For this reason, Commissioner Saunders questioned the survey's 50% satisfaction rate. He also noted that in the survey, over half of the 4-year institutions and exactly half of the community colleges used employer surveys and indicated this as a source of investigative data to review. Dr. Sabatini said the response rate was approximately 3%. He said 20,000 surveys were mailed with 633 responses received. Dr. Sabatini said there is some concern as to what the 3% represent.

Commissioner Emery said in looking at the regional trend in the survey, she noticed the findings centered on suburban Baltimore, suburban D.C. and Southern Maryland, and asked if urban Baltimore was represented in the survey. Dr. Sabatini asked Dr. Michael Keller to respond to Commission Emery's concerns, to which Dr. Keller responded that the researcher compiled both suburban Baltimore county and Baltimore City into one grouping, calling it Suburban Baltimore. He added that consultants Hollander Cohen & McBride, in partnership with the Commission in an advisory capacity and the Maryland Business Roundtable, prepared the report. Commissioner Emery recommended that future surveys should include information on urban areas. Dr. Keller responded that the consultants could do an analysis with just Baltimore City since the information for the study is categorized by specific jurisdictions within the State. He added that if the desire is to look at just the responses from those employers within Baltimore City, then this is something that can be done. Commissioner Emery commented that there might be urban areas of concern in Prince George's County that may also need addressing.

Regarding employer satisfaction and the growth in private training programs within companies and private universities, Commissioner Clarke commented that most companies do not want to add the cost factor unless there is a reason to add the cost factor. In some instances, the reason for adding the cost factor is usually that you've lost some of the confidence and the ability of others to provide services for that educational experience. He further stated we should look deep and try to understand why it is that employers are going toward in-house programs. Commissioner Clarke said it has been his experience that whenever the cost factor is involved, it may be that universities and colleges aren't being as responsive to market conditions as they should be. As a result, this places as much of the responsibility on the colleges and universities as it does on Commission; the Commission has a responsibility to decipher what is being done to reduce competitiveness.

Commissioner Chaney stated that in Anne Arundel County, the training program at the community college level has increased and that employee satisfaction has been met. The President of Anne Arundel Community College (AACC) stated that the college had witnessed a 30% increase in continuing education and the employer satisfaction surveys range from 90 to 100% satisfaction. When asked about AACC survey's accuracy, Dr. Smith said the results were based on the experiences that businesses have with them and that this is the perception. Dr. Sabatini said one of the concerns of the survey was the way the question was asked and who actually responded.

Commissioner Saunders requested that a change be made in the staff recommendation to read as follows:

RECOMMENDATION:  It is recommended that the Education Policy Committee forward the *Maryland Workforce Educational Needs Assessment* Survey, and request the staff of the Maryland Higher Education Commission to facilitate a meeting with the business community and Maryland institutions of higher education in an effort to develop a strategic plan which results in a positive and direct response to the policy issues raised in this workforce study.

## Addressing Maryland's Critical Workforce Shortages: A Strategic Vision From Maryland's Community Colleges

Dr. Sabatini reported that this strategic plan was developed by the 16 community colleges in response to the State's workforce shortages. He said the plan addresses workforce areas of critical importance: Information Technology, Teacher Education, Nursing Allied Health, Higher Technology Instruction and Tourism. Dr. Sabatini said he hopes everyone benefits from the Strategic Plan as we move forward with the linkages that have been developed and cultivated with business and industry mentioned in the Maryland Workforce Educational Needs Assessment Survey. Dr. Martha Smith, President, Anne Arundel Community College (AACC), presented the report.

Dr. Smith said community colleges have partnerships and are connected to the community in hundreds of ways through businesses, schools, hospitals, non-profits, chambers of commerce, local governments, community based organizations and dozens of other organizations. She stated that, two or three decades ago, the community colleges were the first in higher education to advocate training for business industry and workforce development purposes. She said that workforce development was included as an integral part of their mission.

Dr. Smith said she served on the Governor's Workforce Investment Board and that the Board created a list of the State's five critical areas of worker shortages. She said she felt very proud of and very affirmed on behalf of Maryland's 16 community colleges because together a considerable amount of resources had already been invested in expanding existing programs and creating new programs to meet the five areas of critical shortage. She said Biotechnology had been added to the Strategic Vision because it is seen as another growing and important industry.

This Strategic Vision was created to plan how the community colleges can continue to enhance their efforts to meet the State's needs in coordinated and collaborative ways, she said. Dr. Smith said the community colleges intend to meet the goals and objectives of the Strategic Vision if they are provided the needed resources.

Commissioner Saunders commented on the teacher education section of the report. He asked Dr. Smith to explain how the commitment was made within three years to build the AAT Degree into a national model, and if she felt confident that the community colleges would implement the AAT within a year. Dr. Smith responded that she believes the Commission has already approved the majority of programs.

The report was unanimously approved.

## 2001 Student Learning Outcomes Assessment Reports

Ms. Laura Filipp presented this report. She said in 1996, responsibility for the design and part of the assessment process of the Student Learning Outcomes Assessment Reports (SLOAR) was rescinded from the Commission to the governing bodies of the state's colleges and universities. In this year's report, institutions addressed two very general questions: 1) how has assessment of student learning affected the educational process on campus; and 2) how have selected academic programs been changed or improved as a result. Ms. Filipp stated that the information we do have about student learning is not uniform. She further stated that it is hard to develop trends as institutions are in the process of developing measurements. Ms. Filipp reported there is no state that has developed meaningful data for a systematic evaluation. She recommended that the Education Policy Committee ask the Secretary of Higher Education to convene a work group made up of representatives from Maryland's public 2- and 4-year colleges and universities to identify standard measurements of student progress and to report the results to the Commission.

The report was unanimously approved.

## Distance Learning in Maryland Colleges and Universities Academic Year 2000

Dr. David E. Sumler said it is interesting to note that as of three years ago, we had not collected any data in a systematic form for Distance Learning. Dr. Sumler said the process of collecting data began with a survey in 1997. He said this is the second follow up of the survey that has now become a part of the regular collection in Maryland. He said now we are able to look at trends and compare some of the changes in distance learning.

Dr. Sumler reported a growth in credit enrollments from 29,000 to 53,000 in three years. Community colleges accounted for a very large segment of growth; and, at the time that this data was created, the 4-year public, other than UMUC, and the independent colleges accounted for very little. Dr. Sumler noted a remarkable growth in online course offerings from 1997 to 2000.

Commissioner Saunders asked if the one-way video was the least effective educationally. Dr. Sumler responded that some of the 2- and 4-year institutions have been making use of this for 15 years. They have developed student services communicating through faculty and students in ways that maintain enrollments.

Dr. Sumler reported that certain institutions have invested in and devoted their efforts to distance learning. All this distance learning activity has occurred primarily in only 14 institutions. He said it would be desirable to find ways to make it possible for other institutions to be involved in distance learning.

In response to a question raised by Commissioner Chaney, Dr. Sumler said data collected in 1999/2000 was the first year of really active use of the Maryland Community College Teleconsortium. It was his opinion that if the Commission had current data, it would see another increase in online courses in Fall 2001. Dr. Sumler stated that community colleges concentrated their community college online courses in general education and transfer courses. However, more recently, community colleges have been responding to local businesses through distance learning continuing education courses. Dr. Sumler said all the community colleges offer at least one distance learning course.

Dr. Sumler requested that the Education Policy Committee recommend to the Commission that the Education Technology Policy Council prepare a report responding to policy issues raised by this report and to submit this report with recommendations by June 30, 2002.

The report was unanimously approved.


## Teacher Education Request for Proposals

Dr. Sabatini gave a brief overview of the Commission's teacher education request for proposals (RFP). He said the Secretary of Higher Education and the State Superintendent of Schools would co-sponsor this RFP. Dr. Sabatini stated he and Dr. Lawrence Leak, Assistant Superintendent, Maryland State Department of Education (MSDE), were able to share this RFP with the intersegmental Chief Academic Officers. Dr. Sabatini also stated that the RFP was presented to the Deans and Directors of Education at their statewide meeting on October 25th. The focus has been to encourage the institutions to develop a graduate program that meets the objectives within the RFP's scope.

Dr. Leak said the focus is also to develop graduate programs, which will help elevate the constructional capacity of the workforce. He said many teachers earn master's degrees in education that are devoid of academic content. Dr. Leak stated the effort is to create an opportunity for the teacher education workforce to obtain master's degrees. He said these degrees should have a good deal of vigorous academic content provided by Arts and Sciences faculty statewide.

Commissioner Saunders called for a motion to adjourn; it was seconded and approved. The meeting adjourned at 12:00 p.m.

MEMORANDUM

DATE:     January 16, 2002

TO:       Education Policy Committee

FROM:     Karen R. Johnson, J.D.          STAFF:  Dr. John A. Sabatini, Jr.

SUBJECT:  Postponement of the Amendments to the Maryland Higher Education
          Commission Requirements (In-State and Out-of-State) Regarding Waivers for
          Full-Time Faculty and Library Waivers


The proposed amendments to the Commission's Minimum Requirements for Degree Granting Institutions and the Minimum Requirements for Out-of-State Institutions pertaining to faculty and library waivers were originally presented at the October 10, 2001 Education Policy Committee meeting. The proposed amendments received varied reactions from campus and segmental representatives in attendance.  Subsequently, at the request of the Committee, staff were asked to receive additional feedback from campus and segmental representatives regarding their support or objections of the proposed amendments.

At the October 10, 2001 Education Policy Committee meeting, campus chief academic officers (CAO) stated that they support the current faculty and library waiver policies and that they are not in favor of the proposed amendments. They stated that the current regulations are clear and concise, and that any proposed changes would cause complications for institutions, particularly the proposed changes to the faculty definition.

On November 13, 2001, Commission staff met with CAOs to receive additional viewpoints on the proposed amendments.  The end result of the meeting produced an overall agreement that the proposed faculty definitions revisions should not be adopted, and that the library waiver policy amendments should be postponed for at least one year.  Regarding the proposed amendments to the faculty definition, many CAOs were concerned that the proposed definition could be interpreted in innumerable ways, which would cause unnecessary confusion for Commission staff and institutions. Some cited that changing the definition when less than 10% of the State's institutions have received waivers seemed excessive, and that the current definition of faculty works well at their respective institution.

In regards to the library waiver, a higher education library director representative informed Commission staff that the American Library Association (ALA) is currently in the process of reviewing its standards for college and university libraries, and for this reason, it would be in the

Commission's best interest to review its library waiver policy after the ALA has set its new standards. The ALA standards are expected to be updated in a year's time.

The faculty and library waiver policies were originally adopted by the Commission in an effort to provide colleges and universities, with essentially "non-traditional" or "unique" missions and student clientele, the opportunity to petition the Commission with compelling evidence that the unique role, scope and mission of their institution required a waiver in order for the institution to successfully operate. Institutions that have utilized the waivers from the minimum requirements of faculty and library resources include in chronological order of waiver approval, Sojourner-Douglass College, University of Maryland University College, Baltimore Hebrew University, University of Phoenix, and Binah Institute of Advanced Judaic Studies for Women.

In examining the present waiver-provisions, it became apparent that all institutions were held to the same standards regardless of mission or size. Specifically, the faculty requirement for all institutions states that 50% of the total credit-hours taught should be taught by full-time faculty, with full-time faculty being defined in the same manner for all institutions regardless of function (teaching or research), type (comprehensive or liberal arts), or size (two-year or four-year). Therefore, these proposed changes to the minimum requirements attempt to eliminate these discrepancies and potential ambiguities by establishing a standard, which is more focused on the type of institution and its relationship to the student body it serves. The changes also propose that the current waivers for faculty and library resources be eliminated.

While the above-mentioned proposed amendments do have merit, Commission staff recognized at its productive November 13th meeting with CAOs that the proposed amendments would not be in the best interest of the State's institutions. For this reason, Commission staff is in favor of abandoning the proposed changes to the faculty waiver policy, and in favor of revisiting the library waiver policy after the ALA has updated its college and university library standards.

**RECOMMENDATION:** **It is recommended that the Education Policy Committee recommend to the Commission that the "full-time faculty" definition and staffing requirement, *COMAR §13B.02.02.03(13), COMAR 13B.02.02.17(G),* and *COMAR 13B.02.02.17(K) - (P),* remain unchanged. It is further recommended that the changes to the "library resources" definition to *COMAR §13B.02.02.18* and *COMAR §13B.02.02.18.B(1), (2), (3) and (4)* in the *Minimum Requirements for Degree-Granting Institutions* be revisited after the American Library Association has updated its college and university library standards.**

**Similarly, it is recommended that the Education Policy Committee recommend to the Commission that the changes to the "full-time faculty" definition in *COMAR §13B.02.01.02(9),* and *COMAR 13B.02.01.14(D)* remain unchanged; and that approval of the changes to the "library resources" definition to *COMAR §13B.02.01.15 (A), (C), and (D)* in the *Requirements for Authorization of Out-of-State Degree-Granting Institutions to Operate in Maryland* be revisited after the American Library Association has updated its college and university library standards.**

Parris N. Glendening
Governor

## MEMORANDUM

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

DATE:      October 10, 2001

TO:        Education Policy Committee

FROM:      Karen R. Johnson, Ph.D.        STAFF: Dr. John A. Sabatini, Jr.

SUBJECT:   Amendments to the Maryland Higher Education Commission Minimum
           Requirements (In-State and Out-of-State) Regarding Waivers for Full-Time
           Faculty and Library Resources

## Background Information

At the request of the Commission, the staff has revisited the waiver-provisions contained in the Commission's Minimum Requirements for Degree-Granting Institutions and the Minimum Requirements for Out-of-State Institutions pertaining to faculty and library resources.

These waivers were originally adopted by the Commission in an effort to provide colleges and universities, with essentially "non-traditional" or "unique" missions and student clientele, the opportunity to petition the Commission with compelling evidence that the unique role, scope and mission of their institution required a waiver in order for the institution to successfully operate. Institutions that have utilized the waivers from the minimum requirements of faculty and library resources include in chronological order of waiver approval, Sojourner-Douglass College, University of Maryland University College, Baltimore Hebrew University, University of Phoenix, and Binah Institute of Advanced Judaic Studies for Women.

In examining the present waiver-provisions, it became apparent that all institutions were held to the same standards regardless of mission or size. Specifically, the faculty requirement for all institutions states that 50% of the total credit-hours taught should be taught by full-time faculty, with full-time faculty being defined in the same manner for all institutions regardless of function (teaching or research), type (comprehensive or liberal arts), or size (two-year or four-year). Therefore, these proposed changes to the minimum requirements attempt to eliminate these discrepancies and potential ambiguities by establishing a standard, which is more focused on the type of institution and its relationship to the student body it serves. The changes also propose that the current waivers for faculty and library resources be eliminated.

## Faculty Definition and Standard

The changing nature of work in higher education has shifted in some institutions from a predominance of full-time instructors to a heavy dependence of part-time instructors. According to a recent study on faculty in high education, it was reported that 42% of the faculty teaching in the nation's colleges and universities are part-time and nearly 15% of the full-time faculty were not eligible for tenure. The Commission is addressing this issue in an effort to determine the proper balance between full-time and part-time faculty.

Clearly, full-time faculty members are essential at all institutions, regardless of mission, in order to ensure the continuity and coherence of the institution's academic program. A primary function of these faculty members is to teach and therefore they need institutional support to remain knowledgeable about advances in their disciplines and to continue professional growth. However, the teaching requirements and expectations differ for full-time faculty at institutions with different missions. A new definition of full-time faculty is provided for both in-state and out-of-state institutions to address the different types of institutions and the minimum teaching requirements of full-time faculty (see attachments).

Proper instructional staffing, full-time versus part-time, is the Commission's challenge. However, regardless of the full-time, part-time faculty mix, institutional criteria for the recruitment, appointment, and review of the effectiveness of the instruction for part-time instructors, should be comparable to that of the full-time faculty.

Rather than hold all institutions to the same professional staffing requirement and full-time faculty definition, it is proposed that for faculty staffing each institution be measured against its current peers, using the Carnegie Classification as a guide. Furthermore, the definition of full-time faculty is changed for both in-state and out-of-state institutions to take into account the different types of institutions. Since nearly 60% of the faculty members teaching at community colleges across the country are part-time, and since research universities use proportionally fewer part-time faculty, it is not reasonable to hold all institutions to the same standard.

The proposed amendment to this regulation would set the faculty ratio on less arbitrary measures, and would rely on the average full-time/part-time faculty ratio and faculty/student ratio determined within an institution's Carnegie Classification, taking into account the institution's size, mission, and degree programs offered (see attachment).

In adopting these proposed amendments, the end result would make *COMAR 13B.02.02.17(K), Institutional Waiver of Definition of Full-Time Faculty* for Maryland institutions and *COMAR 13B.02.01.14(D), Institutional Waiver of Definition of Full-Time Faculty* for out-of-state institutions, dispensable. The proposed changes to the faculty definitions would therefore include the complete removal of these two sections from the regulations (see attachments).

## Library/Learning Resource Center Standard

The current regulation pertaining to library/learning resources, *COMAR §13B.02.02.18*, makes no reference to the recent and significant advances in digital and electronic library databases, collections, and resources, and its subsequent impact on improving library access. The proposed amendments would include the term "electronic" where appropriate, would redefine the term "collection" as applying to traditional bound volumes and electronic collections, and would address the various on- and off-campus means of accessing library collections (see attachment).

As recommended in *COMAR 13B.02.01.15 Requirements for Authorization of Out-of-State Degree-Granting Institutions to Operate in the State of Maryland: Library Resources*, the American Library Association was consulted in determining the adequacy of online libraries and its services. In fall 2000, the Board of Directors for the Association of College and Research Libraries (ACRL), the division of ALA responsible for establishing standards for college and research libraries, approved the *Guidelines for Distance Learning Library Services*. As with the Commission, ACRL recognizes that digital libraries, with proper guidelines, can provide library services comparable to traditional bricks-and-mortar and paper-and-book college and research libraries. As ACRL states in its guidelines, library resources and services in institutions of higher education must

> "meet the needs of all their faculty, students, and academic support staff, wherever these individuals are located, whether on a main campus, off campus, in distance education or extended campus programs, or in the absence of a campus at all..."

As in the case of the COMAR section pertaining to the faculty waiver, *COMAR §13B.02.02.18(B3)*, which is relevant to waivers of library resources, would not be necessary to include in the library resources minimum requirements should the Commission decide to act favorably on the proposed amendments, and therefore should be deleted from the regulations.

RECOMMENDATION:   It is recommended that the Education Policy Committee recommend to the Commission approval of the changes to the "full-time faculty" definition and staffing requirement in *COMAR §13B.02.02.03(13)*, *COMAR 13B.02.02.17(G)*, and *COMAR 13B.02.02.17(K) - (P)*; and approval of the changes to the "library resources" definition to *COMAR §13B.02.02.18* and *COMAR §13B.02.02.18.B(1), (2), (3) and (4)* in the *Minimum Requirements for Degree-Granting Institutions*, and the changes to the "full-time faculty" definition in *COMAR §13B.02.01.02(9)*, and *COMAR 13B.02.01.14(D)*; and approval of the changes to the "library resources" definition to *COMAR §13B.02.01.15 (A), (C), and (D)* in the *Requirements for Authorization of Out-of-State Degree-Granting Institutions to Operate in Maryland.*

13B.02.02. Minimum Requirements for Degree-Granting Institutions.

.03 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) Academic Credit.

(a) "Academic credit" means the certification of a student's successful completion of a unit of a course of study leading to a formal award granted by an institution approved to offer a collegiate degree, such as an associate or higher degree.

(b) "Academic credit" does not include credit that may be awarded for remedial education.

(2) "Associate degree-granting" means an institution that awards a degree at the associate level in two or more instructional programs and does not award a higher degree.

(3) "Branch campus" means a permanent instructional unit of a degree-granting institution that is:

(a) Approved by the Commission or of a chartered institution;

(b) Located at a site other than the principal location of the approved or chartered institution;

(c) Open to the general public and not a closed site; and

(d) Offers on a continuing basis substantially all the instruction required for an associate or baccalaureate degree.

(4) "BVEs" means bound volume equivalents.

(5) "Commission" means the Maryland Higher Education Commission.

(6) "Credit for prior learning" means credit granted toward the award of a certificate, diploma, or degree for experiential learning that can be shown through various means of assessment to be the equivalent of learning gained through formal collegiate instruction.

(7) "Degree-granting institution" means an associate degree-granting institution or a 4-year degree-granting institution.

(8) Direct Instruction.

(a) "Direct instruction" means synchronous or asynchronous instruction for academic credit that allows regular interaction between student and instructor, such as lectures, laboratory instruction, seminars, colloquia, interactive instructional television, delayed video, on-line instruction, and, if regular interaction is available with an instructor, independent study.

(b) "Direct instruction" does not include instruction through correspondence, credit for prior learning, cooperative education activities, practica, internships, externships, apprenticeships, portfolio review, departmental examinations, or challenge examinations.

(9) "Formal award" means a certificate, diploma, or degree that is conferred by the faculty and ratified by the institution's governing board in recognition of successful completion of the requirements of a program.

(10) "Four-year college or university" means a public or nonpublic institution of postsecondary education that:

(a) Awards a baccalaureate level degree in two or more instructional programs;

(b) Offers appropriate upper divisional courses in the liberal arts and sciences; and

(c) May award one or more of the following degrees at the graduate level:

(i) Master's,

(ii) Doctorate, or

(iii) First professional.

(11) "Four-year degree-granting institution" means an institution that offers a degree at the baccalaureate or graduate level, including:

(a) 4-year colleges and universities;

(b) Separately incorporated graduate institutes and centers; and

(c) Branch campuses.

(12) "FTE" means full-time equivalent.

(13) "Full-time faculty member" means an employee:

~~(a) Whose primary professional responsibility is instruction, research, scholarship, or service;~~

(b) Who performs those functions normally expected of a full-time faculty member at an institution of higher education, including curriculum development, student advising, and institutional service;

(c) Who is employed on an annual or renewable contract of at least 9 months length that stipulates an annual salary; and

(d) Who is not employed full-time by another employer.

(A) WHO PERFORMS INSTRUCTION AT A LEVEL APPROPRIATE TO THE TYPE OF INSTITUTION WHERE THEY ARE EMPLOYED.

(I) COMMUNITY COLLEGE FULL-TIME FACULTY TEACH ON AN AVERAGE THE EQUIVALENT OF 6 TO 10 THREE CREDIT COURSES PER YEAR.

(II) LIBERAL ARTS COLLEGE AND COMPREHENSIVE COLLEGE AND UNIVERSITY FULL-TIME FACULTY TEACH ON AN AVERAGE THE EQUIVALENT OF 4 TO 8 THREE CREDIT COURSES PER YEAR; AND

(III) RESEARCH UNIVERSITY FULL-TIME FACULTY TEACH ON AN AVERAGE THE EQUIVALENT OF 2 TO 6 THREE CREDIT COURSES PER YEAR.

(B) WHO ADDITIONALLY PERFORMS THE RESPONSIBILITIES OF RESEARCH, SCHOLARSHIP, SERVICE, STUDENT ADVISING, CURRICULUM DEVELOPMENT, AND INSTITUTIONAL GOVERNANCE NORMALLY EXPECTED OF A FULL-TIME FACULTY MEMBER AT SIMILAR INSTITUTIONS OF HIGHER EDUCATION.

(14) "Institution" means an associate degree-granting institution or a 4-year degree-granting institution.

(15) Institution of Postsecondary Education.

(a) "Institution of postsecondary education" means an institution that offers an educational program within the State for individuals 16 years old or older who have graduated from or left elementary or secondary school.

(b) "Institution of postsecondary education" does not include religious institutions exempted from the Commission's approval by Education Article, §11-202(c), Annotated Code of Maryland.

(16) "Major field of study" means that portion of the course work of a program related directly to the academic discipline in which the student is specializing.

(17) "New degree" means a:

(a) Degree level not specified in an institution's certificate of approval or authorized by its charter such as an associate level, bachelor's level, master's level, or doctoral level; or

(b) Type of degree not specified in an institution's certificate of approval or authorized by its charter such as Associate of Arts, Associate of Sciences, Bachelor of Arts, Bachelor of Sciences, Master of Arts, Master of Sciences, Master of Business Administration, etc.

(18) "Off-campus program" means:

(a) More than 1/3 of the required course work in a major field of study leading to an undergraduate or graduate degree or graduate certificate offered by an approved or chartered institution at a location other than the principal location of the sponsoring institution during any 12-month period; or

(b) Course work offered at a location other than the principal location of an approved or chartered institution that is advertised as leading to an undergraduate or graduate degree or to a graduate certificate at that location, regardless of the portion of a program offered at that location.

(19) "Off-campus site" means a facility other than the main campus of an approved or chartered institution that:

(a) Is not a closed site but is open to the general public;

(b) Offers three or more off-campus programs by that institution; and

(c) Does not offer substantially all the instruction necessary to offer an undergraduate degree.

(20) "Program" means a structured and coherent course of study with clearly defined objectives and intended student learning outcomes, requiring the completion of a specified number of course credits from among a prescribed group of courses, which leads to the award of a certificate, diploma, or degree.

(21) "Program offered by telecommunications instruction" means:

(a) More than 1/3 of the required course work in a major field of study leading to an undergraduate or graduate degree or graduate certificate is delivered by telecommunications instruction to sites other than the primary campus of the sponsoring institution; or

(b) Course work delivered by telecommunications instruction that is advertised as leading to an undergraduate or graduate degree or to a graduate certificate at a location other than the primary campus of the sponsoring institution.

(22) "Recommendation" means a positive endorsement of a nonpublic institution upon its proposal for a new program.

(23) "Remedial education" means a course or series of courses or services, or both, designed to remedy deficiencies in preparation for college-level work, especially in reading, writing, mathematics, and study skills.

(24) "Secretary" means the Secretary of Higher Education.

(25) "Separately incorporated graduate institute or center" means a public or nonpublic institution of postsecondary education that:

(a) Is a separately incorporated entity not owned or operated by an approved 4-year college or university;

(b) Awards the master's, doctoral, or first professional degree in one academic discipline, but does not offer the baccalaureate degree; and

(c) Offers appropriate courses in support of that academic discipline.

.17 Faculty.

A. The faculty employed by a degree-granting institution shall be competent on the basis of their formal education and professional experience to enable them, through effective instruction and other activities, to achieve the educational objectives of the institution.

B. A faculty member shall have completed formal studies at a regionally accredited or internationally recognized institution at least through the master's or first professional degree, or its equivalent, in the field in which the faculty member teaches. "Equivalent" means documented outstanding achievement in the arts, music, letters, science, research, business or industry, or public service. A faculty member shall demonstrate successful experience and provide continuing evidence of keeping abreast of developments in the faculty member's field.

C. The highest educational requirements for faculty members who teach courses of a technical or vocational nature at an associate degree-granting institution shall be compatible with their teaching assignments, with practical experience being given special consideration.

D. An associate degree-granting institution shall ensure the quality of the general education courses offered by:

(1) Assigning a full-time employee, with appropriate credentials, to be responsible for coordinating and supervising the general education offerings;

(2) Having a plan for relating the general education requirements to the curriculum offered by the institution; and

(3) Ensuring that faculty teaching in the general education courses comply with the requirements set forth for all faculty in this chapter.

E. Faculty members who engage in instruction shall be able to communicate effectively in both written and spoken English.

F. At least 35 percent of the full-time faculty in 4-year colleges, and 50 percent of the full-time faculty in universities and in independently incorporated graduate institutes and centers shall hold a terminal degree in the field in which they teach.

G. AN INSTITUTION OF HIGHER EDUCATION MUST HAVE A FULL-TIME FACULTY TO PART-TIME FACULTY RATIO AND FACULTY TO STUDENT RATIO COMPARABLE TO THE AVERAGE RATIOS OF OTHER INSTITUTIONS WITHIN THE INSTITUTION'S CARNEGIE CLASSIFICATION, TAKING INTO CONSIDERATION THE INSTITUTION'S MISSION, SIZE, AND DEGREE PROGRAMS OFFERED. At least 50 percent of the total credit hours offered by an institution within a normal academic year of 2 semesters or 3 trimesters, normally September to May, which are creditable toward a formal award, shall be taught by full-time faculty members at the institution.

H. Full-time faculty members of the parent institution shall teach at least 1/3 of the credit hours offered in an off-campus program.

I. Four-Year Institutions.

(1) There shall be at least one full-time faculty member with a degree in an appropriate discipline in each degree program, except as provided in §I(2) of this regulation.

(2) For degree programs with a collective title involving more than one major discipline and with areas of concentration in unrelated disciplines, such as general studies, interdisciplinary studies, or liberal studies, there shall be at least one full-time faculty member with a degree in an appropriate discipline in each area of concentration.

J. In programs at an associate degree-granting institution in which 20 or more degrees are granted annually, there shall be at least one full-time faculty member with an appropriate degree in an appropriate discipline.

K. Institutional Waiver of Definition of Full-Time Faculty.

(1) An institution may apply to the Commission for a waiver from the definition of "full-time faculty member" found in Regulation .03B of this chapter.

(2) In order to obtain a waiver, an institution shall demonstrate that the unique role, scope, and mission of the institution requires a waiver in order for the institution to operate.

(3) After making the demonstration required in §K(2) of this regulation, the institution shall:

(a) Designate by name the faculty members whose primary responsibility is instruction, scholarship, research, or service who will perform the duties normally required of full-time faculty;

(b) Document that designated faculty members substantially participate in the development or implementation of one or more of the following activities at the institution requesting the waiver:

(i) Academic programs;

(ii) Professional programs;

(iii) Research programs;

(iv) Service programs;

(v) Admission or admission policies;

~~(vi) Academic advising;~~

~~(vii) Faculty appointments; or~~

~~(viii) Institutional governance;~~

~~(c) Document that the designated faculty shall, as a group, participate in all of the activities listed in §K(3)(b) of this regulation;~~

~~(d) Document that the designated faculty shall perform the requirements of full-time faculty under F—H of this regulation; and~~

~~(e) Document that full-time faculty members, as defined in Regulation .03B of this chapter, shall fulfill the requirements of I and J of this regulation.~~

~~(4) Documentation may include but not be limited to the following:~~

~~(a) Minutes of meetings;~~

~~(b) Contractual obligations; or~~

~~(c) Job descriptions.~~

~~(5) The request for a waiver shall be placed on the agenda of a regularly scheduled public meeting of the Education Policy Committee. The Chairman of the Education Policy Committee shall present the Committee's findings to the Commission at its next regularly scheduled public meeting. The decision of the Commission is considered final and not subject to further review.~~

~~(6) If the Commission is satisfied that an institution meets the requirements of this section, it may grant a waiver to the institution on such terms and conditions, including time limitations, as the Commission considers appropriate.~~

K. ~~L.~~ Part-time faculty shall have appropriate qualifications for their assignment.

L. ~~M.~~ Graduate teaching assistants:

(1) Shall be students in good standing in a graduate program leading to a degree in the academic discipline that they are assigned to teach, or to a degree in an appropriately related discipline;

(2) May only provide classroom instruction in courses at a degree level lower than the one they are pursuing;

(3) Teaching a course, shall be supervised by a faculty member of the institution who has ultimate responsibility for the course; and

(4) Shall be able to communicate effectively in both written and spoken English.

M. N. The institution shall have evidence of a defined nondiscriminatory faculty selection and evaluation process that is systematically planned and executed.

N. O. Faculty professional assignments:

(1) Shall be based directly on institutional policy;

(2) Shall be reasonable and consistent with professional standards; and

(3) May not exceed published professional standards of the institution.

O. P. Teaching faculty shall schedule and publish office hours for purposes of student advising and counseling.

P. Q. Faculty Handbook.

(1) An institution shall publish a faculty handbook that encompasses the institution's personnel practices affecting faculty members, as well as other appropriate policies.

(2) The faculty handbook shall have accurate and current information.

.18 Library/Learning Resource Center.

A. General.

(1) A library/learning resource center shall provide print, ELECTRONIC, and nonprint materials, services, media, and related equipment and facilities designed to facilitate and improve learning and to foster inquiry.

(2) A library/learning resource center's program and services shall:

(a) Be available to students, faculty, and the community as appropriate; and

(B) MEET THE NEEDS OF ALL FACULTY, STUDENTS, AND ACADEMIC SUPPORT STAFF WHEREVER THESE INDIVIDUALS ARE LOCATED: MAIN CAMPUS, OFF CAMPUS, THROUGH DISTANCE EDUCATION, OR THROUGH EXTENDED CAMPUS PROGRAMS: AND

(C) (b) Include functions as the mission and goals of the institution may require.

B. Collection Adequacy.

(1) An institution shall have an accessible library materials collection adequate to support the educational program. The type and variety of books, and materials, AND ELECTRONIC COLLECTIONS depends upon the nature of the institution, and they shall relate realistically to the institution's educational goals, curricula, size, complexity, or degree level, and the diversity of its teaching, learning, and research requirements.

(2) For institutions seeking initial approval, the minimum number of BVEs AVAILABLE THROUGH TRADITIONAL BOUND VOLUME COLLECTIONS AND THROUGH ELECTRONIC COLLECTIONS, as defined by national library associations, required to be accessible on the date when the first students are enrolled is calculated according to the following cumulative formula:

|  | Associate Degree-Granting | 4-Year Degree-Granting |
|---|---|---|
| (a) Basic collection | 5,000 BVEs | 10,000 BVEs |
| (b) Additional to the basic collection, for each: |  |  |
| (i) FTE faculty member | 100 BVEs | 100 BVEs |
| (ii) FTE student | 12 BVEs | 15 BVEs |

_____(iii) Undergraduate program _____350 BVEs _____350 BVEs

_____(iv) Master's degree program _____3,000 BVEs

_____(v) Doctoral degree program _____25,000 BVEs

~~_____ (3) Waiver.~~

~~_____ (a) In extraordinary circumstances, an institution may request a waiver of the minimum collection required by §B(2) of this regulation.~~

~~_____ (b) The request for a waiver shall be placed on the agenda of a regularly scheduled public meeting of the Education Policy Committee. The Chairman of the Education Policy Committee shall present the Committee's findings to the Commission at its next regularly scheduled public meeting. The decision of the Commission is considered final and not subject to further review.~~

~~_____ (c) A waiver may be granted if the waiver is justified by:~~

~~_____ (i) The specialized or technical nature of the institution's curriculum; or~~

~~_____ (ii) An executed contract or contracts with another library or libraries ensuring students adequate access to another appropriate collection either through location or through information technology.~~

(3) ~~(4)~~ In determining the adequacy of the library collection of an existing institution, the Secretary shall consider relevant guidelines of professional associations and library associations.

C. Library/learning resource center professionals shall:

(1) Be sufficient in number; and

(2) Have appropriate professional education to perform the functions required by the institution's mission and goals.

D. Library/learning resource center professionals shall have faculty status or appropriate administrative professional status.

E. Faculty and student usage statistics shall be kept to determine to what extent the library/learning resource center's resources are available and accessible. In addition to monitoring activities, the institution shall use these statistics to identify additional resources required to meet the needs of the faculty and students and estimate the strengths of the current resources.

F. An institution shall include in its operating budget adequate funds to provide library services on its campus and for off-campus instruction.

G. An institution offering off-campus programs within the State shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. The institution shall keep usage statistics to determine to what extent these resources are available and accessible.

H. The Secretary shall approve executed contracts providing for library resources to supplement, and not to substitute for, the holdings of the institution's library/learning resource center, if the institution ensures adequacy and accessibility. The institution shall maintain evidence of the extent of student usage of the supplemental resources.

13B.02.01. Requirements for Authorization of Out-of-State Degree-Granting Institutions to Operate in Maryland.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) Academic Credit.

(a) "Academic credit" means the certification of a student's successful completion of a unit of a course of study leading to a formal award granted by an institution approved to offer a collegiate degree, such as an associate or higher degree.

(b) "Academic credit" does not include credit that may be awarded for remedial education.

(2) "Commission" means the Maryland Higher Education Commission.

(3) "Credit course" means a classroom or non-classroom experience, which is recognized as partially fulfilling institutional requirements for the award of a degree or certificate.

(4) "Credit for prior learning" means credit granted toward the award of a certificate, diploma, or degree for experiential learning that can be shown through various means of assessment to be the equivalent of learning gained through formal collegiate instruction.

(5) Direct Classroom Instruction.

(a) "Direct classroom instruction" means live instruction for academic credit that allows immediate interaction between student and instructor, such as lectures, laboratory instruction, seminars, colloquia, interactive instructional television, and, if immediate live feedback is available from an instructor, independent study and computer-aided instruction.

(b) "Direct classroom instruction" does not include instruction through correspondence, non-interactive learning, credit for prior learning, cooperative education activities, practica, internships, externships, apprenticeships, portfolio review, departmental examinations, or challenge examinations.

(6) Distance Education.

(a) "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction.

(b) "Distance education" does not include telecommunicated instruction received in a student's home.

(7) "Degree-granting institution" means an associate degree-granting institution or a 4-year degree-granting institution.

(8) "Formal award" means a certificate, diploma, or degree that is conferred by the faculty and ratified by the institution's governing board in recognition of successful completion of the requirements of a program.

(9) "Full-time faculty member" means an employee:

~~(a) Whose primary professional responsibility is instruction, research, scholarship, or service;~~

~~(b) Who performs those functions normally expected of a full-time faculty member at an institution of higher education, including curriculum development, student advising, and institutional service;~~

~~(c) Who is employed on an annual or renewable contract of at least 9 months long that stipulates an annual salary; and~~

~~(d) Who is not employed full-time by another employer.~~

(A) WHO PERFORMS INSTRUCTION AT A LEVEL APPROPRIATE TO THE TYPE OF INSTITUTION WHERE THEY ARE EMPLOYED.

(I) COMMUNITY COLLEGE FULL-TIME FACULTY TEACH ON AN AVERAGE THE EQUIVALENT OF 6 TO 10 THREE CREDIT COURSES PER YEAR.

(II) LIBERAL ARTS COLLEGE AND COMPREHENSIVE COLLEGE AND UNIVERSITY FULL-TIME FACULTY TEACH ON AN AVERAGE THE EQUIVALENT OF 4 TO 8 THREE CREDIT COURSES PER YEAR; AND

(III) RESEARCH UNIVERSITY FULL-TIME FACULTY TEACH ON AN AVERAGE THE EQUIVALENT OF 2 TO 6 THREE CREDIT COURSES PER YEAR.

(B) WHO ADDITIONALLY PERFORMS THE RESPONSIBILITIES OF RESEARCH, SCHOLARSHIP, SERVICE, STUDENT ADVISING, CURRICULUM DEVELOPMENT, AND INSTITUTIONAL GOVERNANCE NORMALLY EXPECTED OF A FULL-TIME FACULTY MEMBER AT SIMILAR INSTITUTIONS OF HIGHER EDUCATION.

## COMAR 13B.02.01. Requirements for Authorization of Out-of-State Degree-Granting Institutions to Operate in Maryland.

.14 Faculty.

A. The faculty employed by the institution shall be competent in their formal education and professional experience to enable them through effective instruction and other activities to achieve the educational objectives of the institution.

B. A faculty member shall have completed formal studies at a regionally accredited or internationally recognized institution at least through the master's or first professional degree, or its equivalent, in the field in which the faculty member teaches. "Equivalent" means documented outstanding achievement in the arts, music, letters, science, research, business or industry, or public service. A faculty member shall demonstrate successful experience and provide continuing evidence of keeping abreast of developments in his or her field.

C. At least 1/3 of the classes offered shall be taught by full-time faculty of the parent institution.

D. Institutional Waiver of Definition of Full-Time Faculty.

(1) An institution may apply to the Commission for a waiver from the definition of full-time faculty found in Regulation .02B of this chapter.

(2) In order to obtain a waiver, an institution shall demonstrate that the unique role, scope, and mission of the institution requires a waiver in order for the institution to operate.

(3) After making the demonstration required in §D(2) of this regulation, the institution shall:

(a) Designate by name the faculty members whose primary responsibility is instruction, scholarship, research, or service who will perform the duties normally required of full-time faculty;

(b) Document that designated faculty members substantially participate in the development or implementation of one or more of the following activities at the institution requesting the waiver:

(i) Academic programs;

(ii) Professional programs;

(iii) Research programs;

(iv) Service programs.

(10) "Institution" means an out-of-State degree-granting institution which is seeking to operate or is operating in Maryland.

(11) Institution of Postsecondary Education.

(a) "Institution of postsecondary education" means an institution that offers an educational program within the State for individuals 16 years old or older who have graduated from or left elementary or secondary school.

(b) "Institution of postsecondary education" does not include religious institutions exempted from the Commission's approval by Education Article, §11-202(c), Annotated Code of Maryland.

(12) "Noncredit course" means a classroom or non-classroom experience, which is not recognized as partially fulfilling the requirements for the award of a degree or certificate, but which may be a prerequisite to participate in degree credit courses.

(13) "Occupational program" means a program designed to provide an organized curriculum primarily for immediate job entry, or to upgrade the skills of those already employed.

(14) "Program" means a structured and coherent course of study with clearly defined objectives and intended student learning outcomes, requiring the completion of a specified number of course credits from among a prescribed group of courses, which leads to the award of a certificate, diploma, or degree.

(15) "Remedial education" means a course or series of courses or services, or both, designed to remedy deficiencies in preparation for college-level work, especially in reading, writing, mathematics, and study skills.

(16) "Secretary" means the Secretary of Higher Education.

(17) "Transfer program" means a program designed to provide an organized curriculum equivalent to the first 2 years of a baccalaureate program.

~~(v) Admission or admission policies.~~

~~(vi) Academic advising.~~

~~(vii) Faculty appointments. or~~

~~(viii) Institutional governance;~~

~~(c) Document that the designated faculty shall, as a group, participate in all of the activities listed in §D(3)(b) of this regulation; and~~

~~(d) Document that the designated faculty shall perform the requirements of full-time faculty under §C of this regulation.~~

~~(4) Documentation includes, but is not limited to the following:~~

~~(a) Minutes of meetings;~~

~~(b) Contractual obligations; or~~

~~(c) Job descriptions.~~

~~(5) The request for a waiver shall be placed on the agenda of a regularly scheduled public meeting of the Education Policy Committee. The Chairman of the Education Policy Committee shall present the Committee's finding to the Commission at its next regularly scheduled public meeting. The decision of the Commission is considered final and not subject to further review.~~

~~(6) If the Commission is satisfied that an institution meets the requirements of this section. it may grant a waiver to the institution on such terms and conditions. including time limitations. as the Commission considers appropriate.~~

COMAR 13B.02.01. Requirements for Authorization of Out-of-State Degree-Granting Institutions to Operate in Maryland.

.15 Library Resources.

A. Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources THROUGH A TRADITIONAL BOUND VOLUME COLLECTION AND THROUGH ELECTRONIC COLLECTIONS within State boundaries and within a reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible.

B. An executed contract or contracts providing for library resources, including borrowing privileges, with another library or libraries will be acceptable if adequate student accessibility is ensured with another appropriate collection either through location or through information technology, and if approved by the Secretary.

~~C. Waiver.~~

~~(1) In extraordinary circumstances, a waiver may be granted if the waiver is justified by the specialized or technical nature of the institution's curriculum.~~

~~(2) The request for a waiver shall be placed on the agenda of a regularly scheduled public meeting of the Education Policy Committee. The Chairman of the Education Policy Committee shall present the Committee's findings to the Commission at its next regularly scheduled public meeting. The decision of the Commission is considered final and not subject to further review.~~

D. C. In determining the adequacy of the library collection, the Secretary shall consider relevant guidelines of professional associations and library associations.

## MEMORANDUM

DATE:       January 16, 2002

TO:         Education Policy Committee

FROM:       Karen R. Johnson, J.D.          STAFF: Michael J. Kiphart, Ph.D.

SUBJECT:    Low-Productivity Degree Program Report 2001

The criteria for determining programs to be identified as having low degree production were modified by the Commission for the *Low-Productivity Degree Program Report 2000*. The *Low-Productivity Degree Program Report 2001* is the second report using the new criteria and procedures. The Report 2001 provides a list of academic degree programs that have been identified as low producing based on a single criterion of degree production. Campuses were asked to review identified programs, determine their continued viability, and report back to the Commission. Institutions may have elected to use exemption categories to maintain a program if sufficient justification could be provided.

Last year, the *Low-Productivity Degree Program Report 2000* identified 168 programs, 81 at public community colleges and 87 at public four-year colleges and universities. In 2000, community colleges requested that 20 programs be discontinued, 49 programs were recommended for exemption, and 12 programs were to be maintained and enhanced by the institution. The public four-year colleges and universities requested that 11 programs be discontinued, 59 be granted exemptions, and 17 be maintained and enhanced.

In this Report 2001, 39 programs were identified, 20 at public community colleges and 19 at public four-year colleges and universities. The decrease in the number of programs identified was a direct result of the number of programs discontinued last year and the number of programs that were granted exemptions. Of the 20 programs identified this year for the community colleges, the institutions requested that 5 be discontinued, 8 were recommended for exemption, and 7 were to be maintained and enhanced. The four-year institutions recommended 9 programs for exemption and 10 were to be maintained and enhanced or changed to improve enrollment.

**RECOMMENDATION**: **It is recommended that the Education Policy Committee recommend to the Commission approval of the program discontinuances, program exemptions, and program extensions presented in the *Low-Productivity Degree Program Report 2001*.**

# Low-Productivity Degree Program

# Report 2001

### December 2001

# Table of Contents

# Low-Productivity Degree Program Report 2001

## December 2001

The Low-Productivity Degree Program Report 2001 is the second report using the new procedures adopted in 1999. The Report provides a list of academic degree programs that have been identified as low producing based on a single criterion of degree production. The programs are identified by the Maryland Higher Education Commission and forwarded to the public colleges and universities for response. Campuses are asked to review the identified programs to determine the continued viability of these programs, and report back to the Commission. Institutions may elect to use six exemption categories to maintain a program if sufficient justification can be provided. An institution may also exempt five low-producing liberal arts programs at the associate or baccalaureate levels.

Last year, the first year of the new program review process, the Low-Productivity Degree Program Report 2000 identified 168 programs, 81 at public community colleges and 87 at public four-year colleges and universities. In 2000, community colleges requested that 20 programs be discontinued, 49 programs were recommended for exemption, and 12 programs were to be maintained and reviewed in the coming year. The public four-year colleges and universities requested that 11 programs be discontinued, 59 be granted exemptions, and 17 be maintained and reviewed in the coming year.

In this Report 2001, 39 programs were identified, 20 at public community colleges and 19 at public four-year colleges and universities. The decrease in the number of programs identified was a direct result of the number of programs discontinued last year and the number of programs that were granted exemptions. Of the 20 programs identified this year for the community colleges, the institutions requested that 5 be discontinued, 8 were recommended for exemption, and 7 were to be maintained and reviewed again next year. The four-year institutions recommended 9 programs for exemption and 10 were to be maintained and reviewed in the coming year. Six of the 10 programs to be maintained are education related programs that are being reviewed in the context of the Teacher Education Redesign. No programs were recommended for discontinuation by the four-year institutions for 2001.

The Report 2001 is presented in two sections. The first section contains background material and a list of the programs identified and the recommended action for each program. The second section contains, in their entirety, each individual college and university response to the programs identified in this report.

## Background

Senate Bill 682, enacted during the 1999 legislative session of the Maryland General Assembly, required that the Maryland Higher Education Commission and the governing boards of the public institutions of higher education jointly develop a definition and accepted criteria for determining low-productivity programs. Consistent with this mandate, representatives of the public sector of higher

education and the Commission jointly crafted a definition of what constituted low productivity programs and the criteria for identifying them.

The overarching philosophy, from the perspective of the Commission and the public colleges and universities, is that institutions of higher education are accountable to the taxpaying citizens of Maryland for an efficient and effective system of higher education. Concomitantly, college and universities need to continually re-examine their curricular offerings to determine program currency in the marketplace. One important measure of this assessment is through the examination of degree production over time.

## Evaluation Criteria

A single criterion, degree production, was selected as the most appropriate method for determining low productivity. Commission staff identifies low-producing programs by compiling a three-year history of degrees conferred and identifies all degree programs that fall below the following parameters:

**Associate degree programs** must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

**Baccalaureate degree programs** must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

**Masters degree programs** must graduate two (2) students in the most recently reported year or a total of six (6) students in the last three years.

**Doctoral degree programs** must graduate one (1) student in the most recently reported year or a total of three (3) students in the last three years.

## Exemption Categories

**Liberal Arts Exemption**: Each institution may request the exemption of five (5) low-demand liberal arts degree programs at the associate or baccalaureate degree level. The liberal arts exemption privilege is intended to address an institutional need to offer certain degree programs with low demand that are central to the institution's role and mission. Once identified by an institution, a degree program carries this designation until the governing board acts to remove it or supplants it with a new degree program.

In addition to the quantitative assessment based on degree production and the five institutional liberal arts program exceptions allowed to each institution, the Commission and public Colleges and Universities recognized six other exemption criteria categories that demonstrate program need and contribution to the institution and to the State of Maryland. The criteria for these potential exemptions include:

**Access**: This criterion requires an institution to demonstrate that other existing degree programs or educational delivery systems cannot meet the enrolled students' needs.

**Appropriate Duplication**: A comparative analysis that highlights the way a program serves a distinct group of students or fulfills a distinctly different set of program goals shall substantiate this factor.

**Centrality to Mission**: Based on compelling evidence, an institution may request an exemption from the governing board and the Commission that a degree program is critical to an institution fulfilling its approved mission. Assuming no change in mission, satisfying this criterion would exempt the program from further examination and review.

**Contribution to Economic Development**: As a result of its reputation, a degree program may attract external funds to the institution and/or state. A three-year cost-benefit analysis comparing program costs to external funds or other financial analysis shall document this factor.

**Cost Factors**: There may be course offerings which do not result in any additional costs to the institution. Examples of this are Master's degree programs which are in fact subsets of existing doctoral programs. In this situation, the Master's degree is infrequently awarded, and when awarded, it is conferred only on students who, for a variety of reasons, do not complete the requirements for the doctorate. Under this scenario, students are not recruited nor admitted into a Master's degree program, but typically are interested in, and apply for admission into, a doctoral degree program.

Other examples of programs with little or no costs to the campus are "Interdisciplinary" and "Multi-disciplinary" programs. In these situations, the coursework for the major or degree program is drawn exclusively from existing coursework so there are no additional costs to the college or university to offer these majors. Documentation from college catalogs and other official campus publications and announcements shall substantiate this factor.

**Quality of Graduates**: An institution would be expected to provide follow-up data from recent graduates showing career paths pursued in order to satisfy the governing board and the Commission that this exemption is justified.

## Commission Identification of Degree Programs for Examination

The Commission will notify the governing boards of low-demand academic degree programs. Low demand is defined by as those programs that fail to meet the minimum degree production standards specified under the **Evaluation Criteria** section of this report. The group of degree programs will consist of those degree programs that are recognized in the Commission's active inventory of degree programs.

In February of each year, Commission staff will notify the governing boards of all degree programs that fail to meet the criteria specified in the evaluation criteria. Governing boards should discontinue degree programs that fail to meet the graduation criteria over a three-year period, unless compelling evidence exists that the program should continue. The exemption categories are presented in the **Evaluation Criteria** section of this report.

## Governing Board Examination

The governing board shall examine the low-demand programs that have been identified as being below the specified productivity criteria over a three-year period. In keeping with the Commission's policy that allows institutions to maintain a minimum number of liberal arts degree programs without regard to degree production standards, each institution may exempt five low-demand associate or baccalaureate degree programs from discontinuance. The Commission intends for the liberal arts exemption privilege to address an institutional need to offer certain degree programs with low demand that are central to the institution's role and mission. This exemption applies only to associate and baccalaureate degree programs, and excludes any degree program that did not graduate at least one student in each of the past three years.

To invoke this exemption privilege, a governing board shall designate up to five associate or baccalaureate degree programs that are central to its role and mission. A degree program carries this designation until the governing board acts to remove it or supplants it with a new degree program. By July 1st of each year, the governing board shall identify to the Commission the low-demand degree programs it discontinued and those that it did not. If the governing board chooses not to discontinue a low-demand program, it shall provide the Commission with a summary of its position and the documentation that supports its position as specified in the **Evaluation Criteria** section of this report.

## Commission Examination and Action

The Commission will review the low-demand degree programs that the governing board did not discontinue. It will not review the associate and baccalaureate degree programs the governing board designated under the exemption privilege.

For the programs not discontinued or exempted, the Commission staff will examine them within the context of the State Plan, the Maryland Charter, Commission policies, and the governing board rationale. Commission staff may request additional information from the governing board staff during the program evaluation.

Recommendations on programs to be maintained and on program discontinuances will be presented to the Education Policy Committee and to the full Commission. Governing Board members representing the degree programs under Commission review will have an opportunity to testify during the discussion.

# Identified Degree Programs Summary Table

## The Number of Degree Programs Identified for the Three-year Period Ending in 2000

| Institution | Associate |
|---|---|
| Allegany College of Maryland | 2 |
| Anne Arundel Community College | 0 |
| Baltimore City Community College | 2 |
| Carroll Community College | 0 |
| Cecil Community College | 0 |
| Chesapeake College | 2 |
| College of Southern Maryland | 0 |
| Community College of Baltimore County | 0 |
| Frederick Community College | 4 |
| Garrett Community College | 0 |
| Hagerstown Community College | 2 |
| Harford Community College | 1 |
| Howard Community College | 2 |
| Montgomery College | 3 |
| Prince George's Community College | 1 |
| Wor-Wic Community College | 1 |
| Subtotal | 20 |

Subtotal: 20

| Institution | Bachelor | Master | Doctorate | Subtotal |
|---|---|---|---|---|
| Bowie State University | 0 | 0 | 0 | 0 |
| Coppin State College | 1 | 0 | 0 | 1 |
| Frostburg State University | 1 | 0 | 0 | 1 |
| Salisbury University | 1 | 0 | 0 | 1 |
| Towson University | 0 | 0 | 0 | 0 |
| University of Baltimore | 0 | 0 | 0 | 0 |
| University of Maryland, Baltimore | 0 | 0 | 0 | 0 |
| University of Maryland Baltimore County | 0 | 0 | 0 | 0 |
| University of Maryland, College Park | 1 | 0 | 3 | 7 |
| University of Maryland Eastern Shore | 7 | 0 | 0 | 7 |
| Morgan State University | 2 | 3 | 0 | 5 |
| St. Mary's College of Maryland | 0 | 0 | 0 | 0 |
| Subtotal | 13 | 3 | 3 | 19 |

Total Programs Identified: 39

## Recommended Action Summary Table

| Institution | Number of Programs Identified | Recommended to be Discontinued | Recommended for Exemption | Other |
|---|---|---|---|---|
| Allegany College of Maryland | 2 | 1 | 1 | 0 |
| Anne Arundel Community College | 0 | 0 | 0 | 0 |
| Baltimore City Community College | 2 | 0 | 0 | 2 |
| Carroll Community College | 0 | 0 | 0 | 0 |
| Cecil Community College | 0 | 0 | 0 | 0 |
| Chesapeake College | 2 | 0 | 0 | 2 |
| College of Southern Maryland | 0 | 0 | 0 | 0 |
| Community College of Baltimore County | 0 | 0 | 0 | 0 |
| Frederick Community College | 4 | 1 | 3 | 0 |
| Garrett Community College | 0 | 0 | 0 | 0 |
| Hagerstown Community College | 2 | 1 | 0 | 1 |
| Harford Community College | 1 | 0 | 1 | 0 |
| Howard Community College | 2 | 0 | 0 | 2 |
| Montgomery College | 3 | 2 | 1 | 0 |
| Prince George's Community College | 1 | 0 | 1 | 0 |
| Wor-Wic Community College | 1 | 0 | 1 | 0 |
| **Subtotal** | 20 | 5 | 8 | 7 |
| **Institution** | | | | |
| Bowie State University | 0 | 0 | 0 | 0 |
| Coppin State College | 1 | 0 | 1 | 0 |
| Frostburg State University | 1 | 0 | 1 | 0 |
| Salisbury University | 1 | 0 | 1 | 0 |
| Towson University | 0 | 0 | 0 | 0 |
| University of Baltimore | 0 | 0 | 0 | 0 |
| University of Maryland, Baltimore | 0 | 0 | 0 | 0 |
| University of Maryland Baltimore County | 0 | 0 | 0 | 0 |
| University of Maryland, College Park | 4 | 0 | 3 | 1 |
| University of Maryland Eastern Shore | 7 | 0 | 1 | 6 |
| Morgan State University | 5 | 0 | 2 | 3 |
| St. Mary's College of Maryland | 0 | 0 | 0 | 0 |
| **Subtotal** | 19 | 0 | 9 | 10 |
| **Total** | 39 | 5 | 17 | 17 |

# Allegany College of Maryland

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| ASSOCIATE | | | | |
| 530601    AUTOMOTIVE TECH | | | | *Cost Factors Exemption* |
| Enrollment | 21 | 20 | 22 | |
| Degrees/Awards | 2 | 3 | 4 | |
| 531101    ELECTROMECHANICAL TECH | | | | *Discontinuation* |
| Enrollment | 7 | 2 | 2 | |
| Degrees/Awards | 4 | 5 | 0 | |

# Baltimore City Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|

ASSOCIATE

| 521501 RESPIRATORY CARE | *Program to be Maintained and Reviewed Next Year* | | | |
|---|---|---|---|---|
| Enrollment | 11 | 15 | 8 | |
| Degrees/Awards | 0 | 7 | 4 | |

| 559901 LEGAL ASSISTANT | *Program to be Maintained and Reviewed Next Year* | | | |
|---|---|---|---|---|
| Enrollment | 86 | 88 | 99 | |
| Degrees/Awards | 4 | 7 | 3 | |

# Chesapeake College

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| ASSOCIATE | | | | |
| 550501    CRIMINAL JUSTICE | *Program to be Maintained and Reviewed Next Year* | | | |
| Enrollment | 49 | 49 | 40 | |
| Degrees/Awards | 3 | 6 | 4 | |
| 559901    PARALEGAL STUDIES | *Program to be Maintained and Reviewed Next Year* | | | |
| Enrollment | 33 | 45 | 39 | |
| Degrees/Awards | 6 | 5 | 3 | |

# Frederick Community College

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| ASSOCIATE | | | | |
| 530201    AVIATION MAINTENANCE TECH | | | | *Access Exemption* |
| Enrollment | 19 | 18 | 25 | |
| Degrees/Awards | 6 | 3 | 2 | |
| 531001    ELECTRONICS TECH | | | | *Centrality to Mission Exemption* |
| Enrollment | 101 | 101 | 55 | |
| Degrees/Awards | 3 | 5 | 3 | |
| 550602    PARK OPERATION & MGMT | | | | *Discontinuation* |
| Enrollment | 25 | 19 | 14 | |
| Degrees/Awards | 6 | 4 | 3 | |
| 559901    LEGAL ASSISTANT | | | | *Centrality to Mission Exemption* |
| Enrollment | 44 | 39 | 32 | |
| Degrees/Awards | 9 | 1 | 3 | |

# Hagerstown Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| **ASSOCIATE** | | | | |
| | | | | *Discontinuation* |
| 500501      OFFICE TECHNOLOGY | | | | |
| Enrollment | 33 | 18 | 20 | |
| Degrees/Awards | 3 | 7 | 3 | |
| 529901      PARAMEDIC EMERGENCY SERVICES | | | | *New Program, First Enroll Fall 2000* |
| Enrollment | 0 | 0 | 14 | |
| Degrees/Awards | 2 | 0 | 3 | |

# Harford Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| ASSOCIATE | | | | |
| 500201   ACCOUNTING | | | | *Centrality to Mission Exemption* |
| Enrollment | 65 | 53 | 50 | |
| Degrees/Awards | 3 | 5 | 4 | |

# Howard Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| ASSOCIATE | | | | |
| 498001    COMPUTER SCIENCE TRANSFER | | | | *Program to be Maintained and Reviewed Next Year* |
| Enrollment | 278 | 294 | 356 | |
| Degrees/Awards | 3 | 7 | 3 | |
| | | | | |
| 530301    COMPUTER AIDED DESIGN TECH | | | | *Program to be Maintained and Reviewed Next Year* |
| Enrollment | 39 | 34 | 31 | |
| Degrees/Awards | 3 | 5 | 1 | |

# Montgomery College

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| ASSOCIATE | | | | |
| 519904    CONFIGURATION AND DATA MANAGEMENT | | | | *Discontinuation* |
| Enrollment | 6 | 0 | 0 | |
| Degrees/Awards | 0 | 0 | 0 | |
| 531001    ELECTRONICS | | | | *Discontinuation* |
| Enrollment | 78 | 67 | 74 | |
| Degrees/Awards | 0 | 5 | 1 | |
| 540701    BIOTECHNOLOGY LAB TECHNICIAN | | | | *Centrality to Mission Exemption* |
| Enrollment | 52 | 46 | 26 | |
| Degrees/Awards | 3 | 6 | 0 | |

# Prince George's Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| ASSOCIATE | | | | |
| 491001    ARTS & SCIENCES TRANSFER | | | | *Centrality to Mission Exemption* |
| Enrollment | 324 | 324 | 271 | |
| Degrees/Awards | 3 | 0 | 2 | |

# Wor-Wic Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| ASSOCIATE | | | | |
| 501001    HOTEL-MOTEL-REST MGMT | | | | *Centrality to Mission Exemption* |
| Enrollment | 43 | 29 | 32 | |
| Degrees/Awards | 7 | 5 | 2 | |

## Coppin State College

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| BACHELORS | | | | |
| 220500     HISTORY | | | | *Liberal Arts Exemption #1* |
| Enrollment | 29 | 24 | 31 | |
| Degrees/Awards | 5 | 5 | 4 | |

# Frostburg State University

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| PROGRAMS | 1998 | 1999 | 2000 | |
| BACHELORS | | | | |
| 150901   PHILOSOPHY | | | | *Liberal Arts Exemption #2* |
| Enrollment | 10 | 9 | 10 | |
| Degrees/Awards | 3 | 5 | 1 | |

# Salisbury University

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| BACHELORS | | | | |
| 100500     MUSIC | | | | *Centrality to Mission Exemption* |
| Enrollment | 35 | 38 | 37 | |
| Degrees/Awards | 5 | 4 | 1 | |

# University of Maryland, College Park

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| **BACHELORS** | | | | |
| 130601    NUTRITIONAL SCIENCE | | | | *Access Exemption* |
| Enrollment | 40 | 27 | 35 | |
| Degrees/Awards | 2 | 7 | 4 | |
| **DOCTORAL** | | | | |
| 011300    FOOD SCIENCE | | | | *Access Exemption* |
| Enrollment | 6 | 6 | 8 | |
| Degrees/Awards | 1 | 0 | 0 | |
| 122000    HEARING & SPEECH SCIENCES | | | | *Access Exemption* |
| Enrollment | 6 | 7 | 7 | |
| Degrees/Awards | 1 | 0 | 0 | |
| 229902    POLICY SCIENCES | | | | *Program to be Maintained* |
| Enrollment | 19 | 19 | 24 | |
| Degrees/Awards | 1 | 1 | 0 | |

# University of Maryland Eastern Shore

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|

BACHELORS

| 080304 ENGLISH EDUCATION | *Awaiting MHEC Decision Regarding Program Restructuring* | | | |
|---|---|---|---|---|
| Enrollment | 26 | 24 | 21 | |
| Degrees/Awards | 2 | 9 | 0 | |

| 080307 SOCIAL SCIENCE EDUCATION | *Awaiting MHEC Decision Regarding Program Restructuring* | | | |
|---|---|---|---|---|
| Enrollment | 18 | 22 | 18 | |
| Degrees/Awards | 2 | 0 | 4 | |

| 080310 BIOLOGICAL EDUCATION | *Awaiting MHEC Decision Regarding Program Restructuring* | | | |
|---|---|---|---|---|
| Enrollment | 10 | 174 | 10 | |
| Degrees/Awards | 2 | 1 | 2 | |

| 080311 CHEMISTRY EDUCATION | *Awaiting MHEC Decision Regarding Program Restructuring* | | | |
|---|---|---|---|---|
| Enrollment | 2 | 0 | 0 | |
| Degrees/Awards | 1 | 0 | 0 | |

| 083300 MATHEMATICS EDUCATION | *Awaiting MHEC Decision Regarding Program Restructuring* | | | |
|---|---|---|---|---|
| Enrollment | 6 | 6 | 4 | |
| Degrees/Awards | 2 | 1 | 1 | |

| 083801 BUSINESS EDUCATION | | | | *Access Exemption* |
|---|---|---|---|---|
| Enrollment | 14 | 13 | 12 | |
| Degrees/Awards | 1 | 0 | 3 | |

| 089901 AGRICULTURE EDUCATION | *Awaiting MHEC Decision Regarding Program Restructuring* | | | |
|---|---|---|---|---|
| Enrollment | 4 | 4 | 4 | |
| Degrees/Awards | 0 | 1 | 0 | |

## *Morgan State University*

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 | Recommended Action |
|---|---|---|---|---|
| BACHELORS | | | | |
| 100700    THEATER ARTS | *Program to be Maintained in Light of New Facilities* | | | |
| Enrollment | 28 | 32 | 28 | |
| Degrees/Awards | 2 | 1 | 4 | |
| | | | | |
| 220400    ECONOMICS | | | | *Cost Factors Exemption* |
| Enrollment | 19 | 14 | 10 | |
| Degrees/Awards | 9 | 3 | 1 | |
| MASTERS | | | | |
| 100500    MUSIC | *Program to be Maintained in Light of New Facilities* | | | |
| Enrollment | 4 | 4 | 6 | |
| Degrees/Awards | 2 | 0 | 0 | |
| | | | | |
| 220400    ECONOMICS | | | | *Cost Factors Exemption* |
| Enrollment | 7 | 8 | 5 | |
| Degrees/Awards | 1 | 2 | 1 | |
| | | | | |
| 221000    INTERNATIONAL STUDIES | | *Program to be Maintained and Improved* | | |
| Enrollment | 15 | 15 | 16 | |
| Degrees/Awards | 1 | 1 | 1 | |

## Individual Institutional Responses

The following section of the Report contains the individual institutional responses to the Low-Productivity Degree Program Report 2001 submitted to the Maryland Higher Education Commission.

# Allegany College of Maryland

## 2001 Response

### regarding

## Low-Productivity Degree Programs

August 29, 2001

Dr. Michael J. Kiphart
Senior Education Policy Analyst
Maryland Higher Education Commission
16 Francis Street
Annapolis, MD 21401-1781

Dear Dr. Kiphart;

Please find enclosed a copy of the 2001 Low-Productivity Degree Program Report for Allegany College.   This report explains the status of two programs (automotive technology and electromechanical technology).

If you need any additional information, please contact me at telephone (301) 784-5207 or e-mail trephann@ac.cc.md.us.  Thank you.

Sincerely,

Terry Rephann
Director of Institutional Research

Enclosure

cc: Dr. Gene Hall, Vice President of Instructional Affairs

ALLEGANY COLLEGE LOW PRODUCTIVITY PROGRAM REPORT

## AUTOMOTIVE TECHNOLOGY

The College offers two degree/certificate programs in Automotive Technology. The one-year certificate program is designed for students who wish to purse careers as automotive service technicians. The course of study provides students with a basic knowledge of the field and the manipulative skills necessary to seek employment. The two-year AAS (Associate in Applied Science) program is designed to provide automotive training for those persons who desire some college education organized with a definite objective in mind. Ten of the Automotive Technology courses offered as part of the AAS program are also necessary for the Certificate program. Only four are unique to the two-year program. The remainder of the coursework is General Education. Therefore, the additional costs of offering a two-year certificate program are relatively small.

The number of graduates from both the AAS and Certificate programs have historically been relatively low compared to enrollment. In the nearly 30-year history of this program, there have been five or more graduates only nine times (in 1976, 1979, 1980, 1982, 1983, 1985, 1987, 1990, and 1997). A major reason for this result is the tendency for students to find employment before graduating. Many of the employment opportunities available in the automotive repair field are skills and certification based and formal degrees do not provide as much additional marketable value as they do for students studying in other fields. Therefore, many students discontinue their studies when they have acquired enough skills to find employment in the field.

Examining enrollment, graduation, and job-placement data for the program is instructive. In the fall 1999 semester, twenty-one students were enrolled in the Auto Technology AAS program. Of these twenty-one students, seven had graduated with AAS degrees by summer 2001. One student obtained a certificate degree. One student changed his curriculum to Computer Technology. Four students found employment in an auto-tech field without fulfilling graduation requirements. Therefore, most (61%) students had achieved the goal of either obtaining a degree or employment in the auto tech field.

## ELECTROMECHANICAL TECHNOLOGY PROGRAM

This low enrollment program has been discontinued.

# Baltimore City Community College

## 2001 Response

## regarding

## <u>Low-Productivity Degree Programs</u>

**Baltimore City Community College**
**Response to**
**Maryland Higher Education Commission's**
**Low-Productivity Degree Program Report 2001**

The two identified programs, Respiratory Care and Legal Assistant, have different circumstances for their recent low graduation rates.

Respiratory Care

The Respiratory Care program began anew in the Fall of 1997 after the program had been closed for a year to revise curriculum and make overall improvements. No students were eligible to graduate in 1997 or 1998. Of the 11 students who began the new program in Fall 1997, seven graduated in 1999. Only four completed in 2000 but in May 2001, seven graduated. Several of these graduates had started earlier but had had to repeat courses, so their graduation had been delayed until 2001. Respiratory Care is one of several programs that are receiving more college resources to increase recruitment. Media publications have focused on Respiratory Care and the program coordinator is doing extensive outreach this year. Enrollment here seems to reflect lower enrollment patterns in Respiratory Care programs across the nation.

Legal Assistant

Staffing challenges have contributed to this situation; the program has had three coordinators in the last three years. The turnover was due to several career-related reasons but the current coordinator is well qualified and appears to be very stable in this position. We continue to experience the same conditions described in earlier reports: many enrolled students are coming for specific courses and do not need a degree to continue working for their employer. Others find employment without having to complete a degree. The new coordinator is concentrating on motivating students to complete their degree and not drop out when an intermediate goal has been achieved. The new Legal Consultant: Nursing option is attracting upwards of 20 students each year who will be graduating with a certificate. These are more goal-oriented students but are not reflected in the Legal Assistant completion numbers.

The college is continuing to support both these programs since we feel both are meeting community needs and deserve continued time to increase the number of completers.

*MAM:11/29/01*

# Chesapeake College

## 2001 Response

## regarding

## Low-Productivity Degree Programs

## Chesapeake College
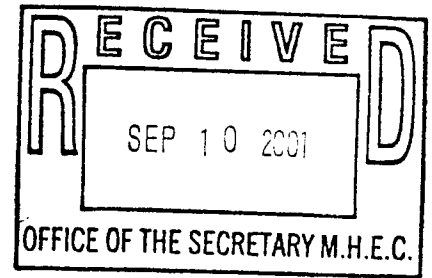
September 4, 2001

Dr. Karen R. Johnson
Secretary of Higher Education
Maryland Higher Education Commission
16 Francis Street
Annapolis, MD 21401-1781

Dear Dr. Johnson:

In accordance with your request of May 15 2001, I am submitting Chesapeake College's response for the low productivity programs identified in the Low Productivity Degree Program Report 2001. Two of our programs have been identified as generating low productivity, criminal justice and paralegal studies.

The criminal justice and paralegal studies programs each experienced a significant increase in enrollment for the Fall semester 2001. The criminal justice program enrollment increased by 32 students and the paralegal studies program increased by 22 students. This increase in enrollment is in response to local employment needs and should increase the number of graduates in the future. It is noteworthy that these programs missed review exemption by 2 and 1 student(s) respectively in the three-year total graduate criteria. Furthermore, the criminal justice program's five graduates met the graduation requirement in May of 2001.

The paralegal studies program will be reviewed in the internal program review cycle this academic year. We are aware that revisions to our program may be needed and a thorough review is being conducted.

I am requesting continuation for the criminal justice and paralegal studies programs. I hope that the information we have provided is adequate to address concerns relating to low productivity programs. If you have any questions or require additional information, please do not hesitate to call me.

Sincerely,

Maurice B. Hickey
Vice President for Academic Services

# CHESAPEAKE COLLEGE
Wye Mills, MD 21679

## Low Productivity Program Review:
## Criminal Justice and Paralegal Studies
August, 2001

The Low productivity Report form MHEC, dated May 15, 2001, lists two programs for review of low productivity -- Criminal Justice and Paralegal Studies. An analysis of the current status of these program follows:

**Criminal Justice:**

The Criminal Justice program prepares students for a variety of occupations or further education within the fields of law enforcement, corrections, or crime scene investigation. As stated in our mission, we are to, "help students prepare for transfer to upper level institutions, for immediate entry into a career, or for improving work-related skills." Regardless of a criminal justice student's goals, educational background, or level of work experience, the Chesapeake College Criminal Justice Program is meeting their needs.

Our criminal justice certificate programs in Crime Scene Technician or Law Enforcement/Corrections were designed to provide, in the shortest time possible, a knowledge base in a criminal justice field which can serve to improve work-related skills for those already employed or enable entry level employment for those seeking immediate entry into a career. Our degree program options in Corrections, Law Enforcement, or Crime Scene Technician were designed to give students a well-rounded general education background as well as in-depth knowledge of the field of criminal justice theory and practice.

The Crime Scene Technician certificate and program option were developed and implemented in 1999 and have been steadily increasing enrollment growing from 2 students to 15 in one year. The average enrollment in the Criminal Justice offerings for years 1998 through 2000 totaled 57. In Fall '01, 32 new students entered the Criminal Justice programs, which will bring enrollment for 2001 to 86 students, significantly beyond the three-year high of 64 students.

According to members of our Advisory Board, all of whom are local law enforcement and corrections employers, employment projections for our region are likely to increase significantly given the continued residential and commercial growth of our region. This growth has been reflected in the growth of the Criminal Justice programs as is evidenced by program enrollment figures for the past three years: in 1998 enrollment totaled 52, for 1999 enrollment was 56, and in 2000 enrollment was 64.

The Criminal Justice programs at Chesapeake College are clearly growing in enrollment, graduation rates however are low due to the fact that the majority of students in the programs are part time, working professionals who frequently take only one course per semester. To assist students in accessing these programs, the College has begun offering more of the courses

through alternative scheduling options such as Guided Self-Instruction. The Criminal Justice programs will be reviewed next academic year as part of the College's internal review process, and more options to increase access to the programs, such as Internet based courses, willed be explored.

Given the growth the Criminal Justice programs are experiencing, the employment potential available for program graduates, and the ability of the programs to fulfill the mission of the College, they are clearly viable programs that should be continued.


**Paralegal Studies:**

The low productivity data presented by current graduate rates, per years 1998 through 2000, while factual, is somewhat limited in presenting a full perspective of the current Paralegal Studies Program. Currently there are 21 new students enrolled in the Fall '01 semester, which will serve to increase the 2001 enrollment well over the three-year high of 50 students enrolled in the program. The average enrollment in the Paralegal Studies Program for years 1998 through 2000 totaled 48. Program enrollment figures for the past three years for the Paralegal Studies program have been very stable and are as follows: in 1998 enrollment totaled 47, for 1999 enrollment was 50, and in 2000 enrollment was 46. The enrollment in the *Introduction to Paralegal Studies* course total 37 students for all three years in this review. The enrollment in this class for Fall 2001 is 22 students.

The majority of students enrolled in the Paralegal Studies program are part time with many taking a single course per semester. These students, while in the pipeline, are not part of a cohort and, therefore, take longer to reach completion. Given students who are now ready for program completion, it is projected that in FY '02 the completion rate in the Paralegal Studies program will exceed the criteria for selection as a low productivity program.

The Paralegal Studies program will be reviewed this academic year as part of the college's internal program review process. Work has already begun to enhance access to the program by developing a number of the program courses as Internet based courses. It is believed that this will more efficiently meet the needs of a predominately part time, employed student populous. The College's goal is to offer the Paralegal Studies Certificate program entirely on-line.

Further, as part of the review process, model Paralegal Studies programs are being examined to determine possible curriculum changes that can be discussed with the program's Advisory Board. It is anticipated that the upcoming program review may result in curriculum changes and this, coupled with new efforts to increase accessibility to the program, will result in increased enrollment for the program. Additionally, plans are being developed to group students, to the extent possible, as a cohort, to guide them more efficiently to completion.

Consequently, it is clear that the program still meets a local employment need and has stable enrollment that will be enhanced by recent efforts to increase accessibility and revise curriculum as part of the on-going review process. The Paralegal Studies program continues to be viable and should be retained.

# Frederick Community College

## 2001 Response

## regarding

## <u>Low-Productivity Degree Programs</u>

FREDERICK COMMUNITY COLLEGE

**Institutional Response**
**M.H.E.C. Low Productivity Report**

The College has received the Commission's low productivity program citation for the following programs. At this time the Commission is asked to grant exemption status to three of the four programs cited.

**Legal Assistant Program – A.A.S. Degree**

The Legal Assistant Program has recently undergone an assessment using elements of the DACUM process. In addition, the Program has recently completed the College's internal CAP (Comprehensive Assessment of Programs) process. Several recommendations from both processes to restructure Program requirements and course offerings are currently being pursued by a newly-acquired Program Coordinator. The Program is also in the process of revising its requirements to satisfy American Bar Association certification standards. American Bar Association certification should position the Program more competitively within the employment market and increase its attraction to potential students. At the same time, recommendations have been made to restructure specific course requirements so that student progress toward graduation is expedited. Given that varied courses in the Program continue to serve the needs of local law offices, that Legal Assistants will be in high demand through 2008, and the fact that the Program reflects the College's mission to provide career programs to County residents, the Commission is asked to grant the Program a Mission Exemption status.

**Electronics Technology Program – A.A.S. Degree**

The Electronics Technology Program is currently being reviewed at the College. Cited by the College's internal monitoring system, the Program is under review to examine its viability as a major for students. Current recommendations by the Vice President and Dean of Academic Affairs call for the completion of both the DACUM and CAP (Comprehensive Assessment of Programs) processes in order to accomplish this. At this point in time, a recommendation is being made in the C.A.P. process to eliminate the Program's Avionics degree option. The Commission should be alerted to the fact that the Electronics career area is targeted by the Labor Department as being among the fastest growing career areas through 2008. Given that fact, along with the centrality of the Program to the College's career mission component, the Commission is requested to grant Mission-Exemption status to the Electronics Program and to allow the College sufficient time to complete its review and Program restructuring.

# Frederick Community College

August 30, 2001

Ms. Karen R. Johnson
Maryland Higher Education Commission
16 Francis Street
Annapolis, MD 21401-1781

Dear Ms. Johnson:

Enclosed please find the 2001 Low-Productivity Degree Program Report for Frederick Community College. We trust the information for maintaining programs that have been targeted for discontinuance is complete and satisfactory.

Please let me know if there is anything else you require from me or if I can be of further assistance. I can be reached at my office phone, (301) 846-2451, or by email, gfarahani@fcc.cc.md.us.

Sincerely,

*Gohar Farahani (eks)*

Ms. Gohar Farahani, Director
Planning, Research and Evaluation Dept.

Enclosure (1)

:EKS

## Aviation Maintenance Technology Program – A.A.S. Degree

The Aviation Technology Program allows students the opportunity to obtain either a certificate or the Associates degree. To date, many of the Program's enrollees have opted for the certificate rather than the degree. Upon completion of the certificate courses, Program participants are eligible to sit for the F.A.A. Airframe and Powerplant exams. Obtaining both Airframe and Powerplant ratings makes Program participants immediately employable. As a result, many students leave the Program prior to completing the additional courses required for the A.A.S. degree.

The Associates degree, on the other hand, is available to students who choose to take an additional 21 credits of general education courses. The general education credits are drawn from other programs already offered by the College. Given the fact that they do not present an additional financial burden to the College by their inclusion as a Program option for students, and the fact that the Aviation Technology Program is a designated statewide instructional program, the Commission is asked to grant the Program an Access Exemption status.


## Park Operation and Management Program – A.A.S. Degree

The Park Operation and Management Program is currently in its final stages at the College. A previous CAP (Comprehensive Assessment of Programs) review has recommended that it be discontinued as of Fall 2002. Final stage activities now include the offering of selected courses required to allow remaining students in the Program an opportunity to graduate. No exemption status for the Program is requested at this time.

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# Hagerstown Community College

## 2001 Response

## regarding

## <u>Low-Productivity Degree Programs</u>
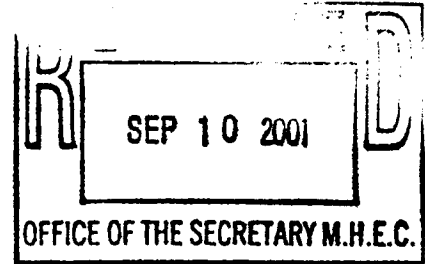
11400 Robinwood Drive • Hagerstown, Maryland 21742-6590 • 301-790-2800 • www.hcc.cc.md.us

*Office of the Dean of Instruction*

September 5, 2001

Dr. Karen R. Johnson
The Maryland Higher Education Commission
16 Francis Street
Annapolis, Maryland 21401-1781

Dear Dr. Johnson:

This letter is in response to your May 15, 2001, memorandum concerning two
low productivity degree programs at Hagerstown Community College (HCC):
Office Technology and Paramedic Emergency Services.

HCC has decided to terminate the Office Technology Program at the end of the
academic year 2001-2002. We are not admitting any new students to this
program, but we will continue it through this year to allow currently enrolled
students to finish the program. This plan is the result of a decision by our
Curriculum Committee, which is composed of various individuals at HCC. The
currently assigned instructor will assume new duties next year.

The Paramedic Emergency Services Program is a brand new program at HCC.
It was officially approved in March 2000 and has only been in existence for
one academic year. Our old "certificate program" was officially deleted several
years ago, to the best of my knowledge. Our new program is an associate
degree program. Currently we have 29 students enrolled: eight are returning
sophomores who hope to graduate in May 2002, and twenty-one are freshmen.
We anticipate that many of the freshmen will graduate with a degree in two
years.
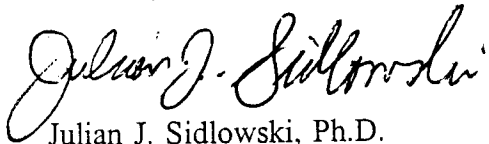
Because this is a brand new program that was started in the fall of 2000, no
students were registered in 1998 or 1999. I cannot explain why the records
show that two degrees were offered in 1998. That must be a statistical error.

We intend to hire a full-time faculty member to teach and direct the Paramedic
Program starting in January 2002. This program has a strong community-based
advisory committee that provides excellent consultation to the college for this
program.

I hope this report answers the appropriate questions concerning these low
productivity listed programs. If you have any questions, please contact me.

Sincerely,

Julian J. Sidlowski, Ph.D.
Dean of Instruction

JJS:slk

cc:    Dr. Norman P. Shea, President

# Harford Community College

## 2001 Response

## regarding

## Low-Productivity Degree Programs

August 30, 2001

Secretary Karen R. Johnson
Maryland Higher Education Commission
16 Francis Street
Annapolis, MD 21401-1781

Re: Low Productivity Report – 2001

Dear Secretary Johnson:

Please find attached Harford Community College's response to MHEC's 2001 low
productivity degree program report. At its meeting on August 14, 2001, Harford Community
College's Board of Trustees approved continuance of the AAS degree program in
Accounting based on the attached justification.

Please feel free to contact me if you need further clarification.

Sincerely,

Rusty Stephens, Ed.D.
Vice President for Academic & Student Affairs

Att: 1

c.c.    C. Chiesi, HCC President
        B. Mull, HCC Division Chair, Business, Computing & Technology
        file

**Accounting**

**Centrality to Mission:** This program supports the mission of the college by providing a career program that promotes professional competence and prepares and sustains an educated workforce for area residents. It includes courses that are requirements in several other degree programs and provides two years of study applicable to the baccalaureate degree. No other program at the College provides the specific skills available through this program.

**Access:** This is the only program at the college that provides (1) skills for entry-level positions in the accounting field, (2) academic preparation for the CPA exam, (3) courses required by employers for advancement in jobs in the accounting field, (4) courses for exploring the field of accounting as a career, and (5) the opportunity for certified public accountants to meet their continuing education requirements.

**Cost Factors:** Even if this program did not exist, accounting courses would have to be offered because they are required in several other degree programs at the College. In addition to the certificate program in accounting, accounting courses are required in the Business Administration, Business Management, Computer Information Systems, Information Systems Management, Office Systems, and Paralegal Studies degree programs. They also serve as career-based electives in the Retail Management degree program. (See attached). On average, adjunct faculty teach 53% of the accounting courses. As a result, program costs are reduced significantly. Additionally, the program requires no special equipment or supplies for instruction.

**Recommendation:** While graduation rates are low, that is characteristic of this type of program and of career programs in general. A comprehensive program review is currently underway. The curriculum advisory committee continues to provide valuable input as to changing workplace needs. The partnership with Harford County Public Schools via tech prep activities has recently been revised enabling high school students greater flexibility for entering the program. While a few students who plan to obtain a baccalaureate degree in accounting complete the associate degree program, some leave after one year of study to effect easier transfer to the four-year colleges, but most are advised to pursue the associate degree in business administration, which they do. Students frequently achieve their career goals or reason for attending without graduating. Often attainment of a degree is not their goal. But the opportunity to earn a degree should remain an option.

# BUSINESS ADMINISTRATION

## PROGRAM DESCRIPTION

This program is designed for students who wish to transfer to earn a baccalaureate degree in some area of business. Students who plan to transfer should consult an advisor for assistance in selecting courses appropriate for the transfer institution and program. The courses in this curriculum prepare students for later specialization in finance, human resource management, management, private and public accounting, marketing, merchandising and advertising. High school preparation should include four units of English and two units of algebra. Cooperative Education is available to students in this program as an additional means of receiving a hands-on learning experience related to Business Administration.

## EMPLOYMENT AND TRANSFER INFORMATION

Transfer students should note that many business schools have selective admissions requirements. Cumulative grade point average and completion of specific course requirements are used as criteria for acceptance.

*For more information, contact Prof. Richard Miller, 410-836-4264, rmiller@harford.cc.md.us; Prof. Sandra Ferriter, 410-836-4426, sferrite@harford.cc.md.us; or academic advising, 410-836-4301.*

Note: The following codes identify courses which satisfy the General Education Core Requirements. For more information see pages 21-23.

| | |
|---|---|
| GB | Behavioral/Social Science |
| GE | English Composition |
| GH | Arts/Humanities |
| GI | Interdisciplinary and Emerging Issues |
| GL | Biological/Physical Laboratory Science |
| GM | Mathematics |
| GS | Biological/Physical Science |

Behavioral/Social Science and Arts/Humanities electives must be selected from two different disciplines to satisfy the General Education Core Requirements.

## •DEGREE REQUIREMENTS

*Recommended Course Sequence*

**• First Semester**     Sem. Hrs.

BA 101 .......Introduction to Business ..............................3
BA 212 ........Internet Research ........................................1
ECON 102 ..Microeconomics GB .....................................3
ENG 101......English Composition GE ...........................3
MATH 111..Introduction to Finite Mathematics GM*
                     or
MATH 109..Precalculus Mathematics GM*
                     or
MATH 101..College Algebra GM* ..............................3-4
             Bio./Phys. Lab Science elective GL ..........4
             Semester Total .......................................17-18

**•Second Semester**     Sem. Hrs.

ECON 101 ..Macroeconomics GB....................................3
ENG 102......English Composition & Literature*
                     or
ENG 109......English Composition: Research Writing*
                     or
ENG 216......Business Communications*..........................3
CIS 102 ........Intro. to Information Science GI
                     or
BA 210 ........Business Computer Applications* ..............3
MATH 216..Introduction to Statistics GM......................4
             Bio./Phys. Science elective GS* ................3
             Physical Education elective..........................1
             Semester Total ...........................................17

**• Third Semester**     Sem. Hrs.

ACCT 101 ..Accounting Principles I ..............................3
BA 205 ........Business Law
                     or
BA 246 ........Legal Environment of Business ..................3
SPCH 101....Speech Fundamentals GI*
                     or
SPCH 106....Business/Professional Speech......................3
             Arts/Humanities elective GH* ..................3
             General Elective* .......................................3
             Physical Education Fitness elective ............1
             Semester Total ...........................................16

**• Fourth Semester**     Sem. Hrs.

ACCT 102 ..Accounting Principles II ..............................3
PSY 101 ......General Psychology GB ..............................3
             Arts/Humanities elective GH* ..................3
             General electives* .........................................6
             Semester Total ...........................................15

Total Number of Credits...........................................65-66

\* *Electives should be chosen according to the institution to which transfer is planned. Additional Humanities or Social Science electives may be needed at some transfer institutions.*

# BUSINESS MANAGEMENT

## PROGRAM DESCRIPTION

This program is designed to enable students who do not wish to transfer to a four-year institution to obtain knowledge and skills in the field of business. All students must complete first and second semester courses and then choose their concentration track in either service, manufacturing, or corporate communications.

## EMPLOYMENT INFORMATION

This program prepares students for a business career by providing comprehensive skills for today's rapidly changing business environment. Opportunities in management, banking and finance, and a variety of other small business generalist employment settings will continue to increase.

*For more information, contact Prof. Sandra Ferriter, 410-836-4426, sferrite@harford.cc.md.us; Prof. Richard Miller, 410-836-4264, rmiller@harford.cc.md.us; or academic advising, 410-836-4301.*

## •DEGREE REQUIREMENTS

*Recommended Course Sequence*

**• First Semester**     Sem. Hrs.

BA 101 ........Introduction to Business ...............................3
BA 212 ........Internet Research ...........................................1
ECON 101 ..Macroeconomics (GB)
         or
ECON 102 ..Microeconomics (GB) .............................3
ENG 101......English Composition (GE) ............................3
MATH 111..Introduction to Finite Mathematics (GM)*
         or
MATH 101..College Algebra (GM)* ...............................3
SPCH 106....Business/Professional Speech*
         or
SPCH 101....Speech Fundamentals (GI)*.........................3
         Physical Education Fitness elective ............1
         **Semester Total** .........................................17

**• Second Semester**     Sem. Hrs.

ACCT 101 ..Accounting Principles I .................................3
BA 210 ........Business Computer Applications ...............3
ENG 216......Business Communications...........................3
BA 107 ........Principles of Supervision
         or
PSY 210 ......Industrial & Organizational Psychology ....3
         Bio./Phys. Lab Science elective (GL) .......... 4
         **Semester Total** .........................................16

## Service Track

**• Third Semester**     Sem. Hrs.

ACCT 208 ..Managerial Accounting ...............................3
BA 246 ........Legal Environment of Business .................3
BA 242 ........Introduction to International
         Business .........................................................3
BA 211 ........Advanced Microcomputer Appl. ...............3
         Arts/Humanities elective (GH) ....................3
         Physical Education elective..........................1
         **Semester Total** .........................................16

**• Fourth Semester**     Sem. Hrs.

ACCT 105 ..Financial Statement
         Interpretation and Analysis, ........................1
BA 203 ........Principles of Marketing
         or
BA 105 ........Professional Selling .....................................3
PSY 105 ......Human Relations ...........................................3
         General Education elective
         (GB)(GH)(GI)(GM)(GS) ...................................6
         Business and Technology elective ** ..........3
         **Semester Total** .........................................16

## Manufacturing Track

**• Third Semester**     Sem. Hrs.

ACCT 102 ..Accounting Principles II ...............................3
BA 246 ........Legal Environment of Business .................3
BA 242 ........Introduction to International Business ......3
BA 211 ........Advanced Microcomputer Appl. ...............3
         Arts/Humanities elective (GH) ....................3
         Physical Education elective..........................1
         **Semester Total** .........................................16

**• Fourth Semester**     Sem. Hrs.

ACCT 105 ..Financial Statement Interp. & Analy. .........1
BA 244 ........Principles of Quality Improvement ............3
BA 111 ........Purchasing and Materials Management ....3
         General Education electives
         (GB)(GH)(GI)(GM)(GS) ...................................6
         Business and Technology elective ** ..........3
         **Semester Total** .........................................16

**Total Number of Credits** ...............................................65

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\* *To continue studies at a four-year institution, select the appropriate course based on the requirements of the four-year institution.*

\*\* *Business and Technology electives may include courses from the following areas: Business Administration, Accounting, Computer Aided Drafting and Design, Computer Information Systems, and Economics.*

# BUSINESS MANAGEMENT (CONTINUED)

## Corporate Communications Track

| Third Semester | Sem. Hrs. |
|---|---|
| PHIL 221 ....Business Ethics (GH) | 3 |
| Business Electives *** | 6 |
| Corporate Communications elec.^ | 6 |
| Physical Education elective | 1 |
| **Semester Total** | **16** |

| Fourth Semester | Sem. Hrs. |
|---|---|
| CS 273.........Cooperative Education | 3 |
| Corporate Communications elec.^ | 6 |
| General Education elective | |
| (GB)(GH)(GI)(GM)(GS) | 6 |
| **Semester Total** | **15** |

**Total Number of Credits** ..............................................**64**

***Business Electives – Choose 2 courses*

ACCT 208 ..Managerial Accounting ,
BA 103 ........Public Relations
BA 104 ........Advertising and Sales Promotion
BA 105 ........Professional Selling
BA 203 ........Principles of Marketing
BA 242 ........Introduction to International Business

^*Corporate Communications Electives –*
*Choose 4 courses from the following 3 areas:*

**I. Art Electives:**
ART 103 ......Introduction to Graphic Communication
ART 108 ......Introduction to Digital Media
ART 207 ......Graphic Design
PHOT 101 ..Photography I
PHOT 105 ..Photojournalism

**II. Technology Electives:**
BA 211 ........Advanced Microcomputer Applications
CIS 106 ........Introduction to Microsoft Office
CIS 113 ........Introduction to PowerPoint
CIS 136 ........Introduction to Internet Technologies
MC 101........Introduction to Electronic Media
OS 221 ........Desktop Publishing
OS 225 ........Electronic Publishing

**III. Writing Electives:**
ENG 107......Creative Writing I
ENG 118......Creative Writing II
ENG 217......Creative Writing III
ENG 218......Creative Writing IV
ENG 109......English Composition: Research Writing
ENG 209......Technical Writing
MC 201........Writing for the Electronic Media

# COMPUTER INFORMATION SYSTEMS

PROGRAMS OF INSTRUCTION

## PROGRAM DESCRIPTION

Computer Information Systems is the study of the use of computers in business applications. The CIS curriculum presents computer literacy, program design, programming languages and offers electives in software, network and Internet applications. CIS students may pursue careers as computer programmers, software specialists, computer user support specialists, network and Internet specialists.

The CIS program transfers well to four-year colleges, although it is a terminal degree designed to prepare students for entry level jobs in the computer field.

## EMPLOYMENT INFORMATION

The U.S. Industrial Outlook from the U.S. Department of Commerce forecasts an increased need for professional training services and software enhancements/modifications as primary revenue sources for computer professional services. The report indicated continuing growth of the computer industry.

*For more information, contact Prof. Fred Liedlich, 410-836-4330; Prof. Dorothy Baumeister, 410-836-4339; or academic advising, 410-836-4301.*

## • SOFTWARE ELECTIVES

| | |
|---|---|
| BA 210 | Business Computer Applications |
| CADD 101 | Introduction to CADD |
| CIS 104 | Computer Operating Systems |
| CIS 106 | Introduction to Microsoft Office |
| CIS 110 | Introduction to UNIX |
| CIS 113 | Introduction to PowerPoint |
| CIS 114 | Introduction to Computer User Support |
| CIS 118 | Introduction to Microsoft Access |
| CIS 135 | Introduction to Networks |
| CIS 136 | Introduction to Internet Technologies |
| CIS 145 | Introduction to Microsoft Excel |
| CIS 254 | Advanced Microsoft Office |
| ID 125 | CADD for Interior Design |
| OS 121 | Document Processing |
| OS 221 | Desktop Publishing |

## • CIS & CSI PROGRAMMING LANGUAGE ELECTIVES

| | |
|---|---|
| CIS 111 | C Programming Language |
| CIS 201 | Assembler Programming |
| CIS 202 | COBOL Computer Programming I |
| CIS 206 | COBOL Computer Programming II |
| CIS 214 | Java Programming Language |
| CIS 217 | Introduction to Web Programming |
| CIS 221 | C++ Programming Language |
| CIS 224 | Intro to Visual Basic Programming |
| CIS 225 | Introduction to Shell Programming |
| CIS 227 | Advanced Visual Basic |
| CSI 131 | Computer Science I (C Based) |
| CSI 132 | Computer Science II (C++ Based) |

*Any CIS Course(s) may be taken to satisfy CSI/CIS electives.*

## • DEGREE REQUIREMENTS

*Recommended Course Sequence*

### • First Semester — Sem. Hrs.

ACCT 101 ..Accounting Principles I ...............................3
ENG 101......English Composition (GE) ..........................3
CIS 102........Introduction to Info. Sciences (GI) ..............3
MATH 101..College Algebra (GM)
          or
MATH 111..Introduction to Finite Math I (GM)
          or
MATH 203..Calculus I (GM)
          or
MATH 109..Precalculus Math (GM)
          or
MATH 207..Calculus for Bus. & Econ. (GM) ..............3-4
          Physical Education Fitness elective ............1
          Semester Total........................................13-14

### • Second Semester — Sem. Hrs.

ACCT 102 ..Accounting Principles II .............................3
CIS 202........COBOL Computer Programming I
          or
CIS 111........C Programming Language
          or
CIS 224........Introduction to Visual Basic Prog. ..............4
CIS 115........Fundamentals of Programming .................3
          Bio./Phys. Lab Science elective (GL) .........4
          Software elective .......................................3-4
          Semester Total........................................17-18

### • Third Semester — Sem. Hrs.

CIS 104........Computer Operating Systems
          or
CIS 135........Introduction to Networks ..........................3
CIS 206........COBOL Computer Programming II
          or
CIS 221........C++ Programming Language
          or
CIS 227........Advanced Visual Basic................................4
ENG 209......Technical Writing :.....................................3
CIS 203........Computer Systems and Procedures............3
          Arts/Humanities elective (GH) .................3
          Physical Education elective.........................1
          Semester Total ...........................................17

### • Fourth Semester — Sem. Hrs.

          CSI/CIS Programming Language
          elective .....................................................3-4
          CSI/CIS elective*.......................................3-4
CIS 283........Practicum in Computer Info. Systems
          or
CS 273.........Cooperative Education
          or
          CSI/CIS elective ......................................3-4
          Behavioral/Social Science elective (GB)......3
          General Education elective
          ( (GB), (GH), (GI), (GM) , (GS) ) .....................3
          Semester Total......................................15-18

**Total Number of Credits**............................................62-67

83

# INFORMATION SYSTEMS MANAGEMENT

## PROGRAM DESCRIPTION

Information Systems Management emphasizes business, organizational and management concepts as well as computer technology skills. Coursework in areas such as business fundamentals, accounting, finance, marketing, production, management, computer programming, systems analysis and design, database concepts and management and data communications are typical for a degree in ISM. Students learn how to analyze, design and implement information systems that will provide managers with the information needed to make operational and strategic decisions for large and small companies.

This program provides the first two years of a baccalaureate degree in Information Systems Management. After completion of the program, students are prepared to transfer to a four-year institution and specialize in Information Systems Management.

## EMPLOYMENT INFORMATION

The U.S. Industrial Outlook from the U.S. Department of Commerce forecasts an increased need for professional training services and software enhancements/modifications as primary revenue sources for computer professional services. The computer industry and computer related occupations continue to grow.

*For more information, contact Prof. Fred Liedlich, 410-836-4330, fliedlic@harford.cc.md.us; Prof. Dorothy Baumeister, 410-836-4339, dbaumeis@harford.cc.md.us; or academic advising, 410-836-4301.*

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**Behavioral/Social Science and Art/Humanities electives must be selected from two different disciplines to satisfy the General Education Core Requirements.**

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Note: The following codes identify courses which satisfy the General Education Core Requirements. For more information see pages 21-23.

| | |
|---|---|
| GB | Behavioral/Social Science |
| GE | English Composition |
| GH | Arts/Humanities |
| GI | Interdisciplinary and Emerging Issues |
| GL | Biological/Physical Laboratory Science |
| GM | Mathematics |
| GS | Biological/Physical Science |

Behavioral/Social Science and Arts/Humanities electives must be selected from two different disciplines to satisfy the General Education Core Requirements.

## ●DEGREE REQUIREMENTS

*Recommended Course Sequence*

**• First Semester**      Sem. Hrs.

CIS 102 ........Intro. to Information Sciences GI ..............3
BA 101 ........Introduction to Business .............................3
ECON 102...Microeconomics GB .....................................3
ENG 101......English Composition GE ..........................3
MATH 111..Introduction to Finite Math I GM *
        or
MATH 101..College Algebra GM *
        or
MATH 109..Precalculus Mathematics GM *................3-4
       Physical Education Fitness elective ............1
       **Semester Total......................................16-17**

**• Second Semester**      Sem. Hrs.

CIS 115 ........Fundamentals of Programming ..................3
BA 109 ........Principles of Management..........................3
ECON 101 ..Macroeconomics GB ...................................3
MATH 203..Calculus I GM *
        or
MATH 207..Calculus for Bus. And Economics GM *
        or
MATH 216..Introduction to Statistics GM *.....................4
       Arts/Humanities elective GH ....................3
       **Semester Total .........................................16**

**• Third Semester**      Sem. Hrs.

CIS 111 ........C Programming Language
        or
CIS 202 ........COBOL Computer Programming I ............4
ACCT 101 ..Accounting Principles I ...............................3
       Arts/Humanities elective GH ....................3
       Bio./Phys. Lab Science elective GL ..........4
       Behavioral/ Social Science elective GB ....3
       **Semester Total .........................................17**

**• Fourth Semester**      Sem. Hrs.

CIS 203 ........Computer Systems and Procedures............3
CIS 206 ........COBOL Computer Programming II
        or
CIS 221 ........C++ Programming Language ......................4
ACCT 102...Accounting Principles II ..............................3
       Bio./Phys. Science elective .........................3
       Physical Education elective.........................1
       **Semester Total .........................................14**

       **Total Number of Credits.....................63-64**

* *Electives should be chosen according to the requirements of the institution to which transfer is planned.*

# OFFICE SYSTEMS

## PROGRAM DESCRIPTION

Office support personnel possess a variety of titles and require an array of computer-based skills. These assistants frequently respond to internal and external inquiries regarding the status of transactions or the flow of information. This program of study offers students the opportunity to acquire knowledge of document preparation techniques for productivity using computers, scanners, electronic communications and a variety of software applications. There is emphasis on accuracy, productivity, effective decision making and communications skills.

## EMPLOYMENT INFORMATION

Office assistants, receptionists, customer service representatives, human resources assistants and sales support are a few of the titles for office support personnel.

## ADMISSION INFORMATION

In order to register for Office Systems courses, students need to have completed ENG 012 (Basic Writing) or qualifying score on the Compass writing assessment. This program of study also assumes that students have learned the touch system of keyboarding. If a student has never learned to key using the touch method, that skill can be acquired by enrolling in OS 100 (Keyboarding Basics).

Assessment for prior learning is available for:
OS 100 - *Keyboarding Basics*
OS 110 - *Keyboarding Skill Development*
OS 210 - *Keyboarding Speed Development*
OS 130 - *Office Systems I*

Letters of recognition can be obtained for **one** of the following options. Prerequisite: OS 100, articulation, or successful assessment.

### ● OFFICE ASSISTANT

| | | |
|---|---|---|
| OS 110 | Keyboarding Skill Development | 2 |
| OS 115 | Office Communication Technologies | 3 |
| OS 121 | Document Processing | 3 |
| OS 130 | Office Systems I | 3 |
| | **Total** | **11** |

### ● OFFICE ASSISTANT - MEDICAL

| | | |
|---|---|---|
| OS 110 | Keyboarding Skill Development | 2 |
| OS 121 | Document Processing | 3 |
| AHS 101 | Medical Terminology and Ethics | 3 |
| OS 135 | Medical Office Systems | 3 |
| | **Total** | **11** |

### ● OFFICE SYSTEMS CERTIFICATE ADMINISTRATIVE ASSISTANT

Prerequisite: Qualifying score on Compass Writing Assessment.

**● First Semester** Sem. Hrs.

| | | |
|---|---|---|
| OS 110 | Keyboarding Skill Development** | 2 |
| OS 115 | Office Communication Technologies | |
| | or | |
| AHS 101 | Medical Terminology and Ethics* | 3 |
| OS 121 | Document Processing | 3 |
| OS 130 | Office Systems I | |
| | or | |
| OS 135 | Medical Office Systems* | 3 |
| CIS 102 | Intro. to Information Sciences (GI) | 3 |
| | **Semester Total** | **14** |

**● Second Semester** Sem. Hrs.

| | | |
|---|---|---|
| OS 210 | Keyboarding Speed Development*** | 2 |
| OS 221 | Desktop Publishing | 3 |
| OS 230 | Office Systems II | 3 |
| OS 240 | Records and Information Management | |
| | or | |
| OS 250 | Office Systems Seminar | 3 |
| OS 225 | Electronic Publishing | |
| | or | |
| OS 235 | Medical Transcription* | |
| | or | |
| PL 101 | Introduction to Law | |
| | or | |
| ACCT 101 | Accounting Principles I | 3 |
| | **Semester Total** | **14** |

**Total Number of Credits** 28

* *Students who select the option of Medical Terminology, Medical Office Systems and Medical Transcription are selecting a specialty preparation for medical offices. All three courses **must** be taken in order to receive the Certificate.*

** *NOTE: Students may need to enroll more than once to reach competency level of 45-55 accurate words per minute.*

*** *NOTE: Students may need to enroll more than once to reach competency level of 60-70 accurate words per minute.*

*For more information, contact Prof. Mary Valenti, 410-836-4136, mvalenti@harford.cc.md.us; or academic advising, 410-836-4301.*

# OFFICE SYSTEMS

## PROGRAM DESCRIPTION

Traditionally, the administrative assistant has been responsible for creation, distribution, storage and use of information on paper. The focus has changed from merely automating routine tasks to improving work processes and organizational performance. Software and computer technologies are more integrated and flexible. Graduates with an Associate degree in Office Systems will have in-depth software knowledge and be able to troubleshoot, assess and evaluate hardware/software, as well as prepare documents using document design principles.

## EMPLOYMENT INFORMATION

Although the title of secretary is disappearing, new administrative support positions will continue to increase. A growing number of administrative support positions share in managerial and human resource responsibilities. Occupations requiring these skills include office manager, meetings coordinator, business facilitator, information manager, systems manager, and human resource specialist. These are just a few of the position titles used for office professionals. Administrative assistants work in teams and as project facilitators. Necessary skills include in-depth knowledge of software suites, management, interpersonal and presentation skills, as well as thorough knowledge of organizational structure and culture.

## ADMISSION INFORMATION

In order to register for Office Systems courses, students need to have completed ENG 012 (Basic Writing) or obtained a qualifying score on the Compass writing assessment. This program of study also assumes that students have learned the touch system of keyboarding. If a student has never learned to key using the touch method, that skill can be acquired by enrolling in OS 100 (Keyboarding Basics).

Note: The following codes identify courses which satisfy the General Education Core Requirements. For more information see pages 21-23.

| | |
|---|---|
| GB | Behavioral/Social Science |
| GE | English Composition |
| GH | Arts/Humanities |
| GI | Interdisciplinary and Emerging Issues |
| GL | Biological/Physical Laboratory Science |
| GM | Mathematics |
| GS | Biological/Physical Science |

## •DEGREE REQUIREMENTS

*Recommended Course Sequence*

**• First Semester**     Sem. Hrs.

CIS 102 ........Intro. to Information Sciences (GI) ..............3
OS 110 ........Keyboarding Skill Development** ..............2
OS 121 ........Document Processing ....................................3
ENG 101......English Composition (GE) ..........................3
ACCT 101 ...Accounting Principles I ...............................3
             Physical Education Fitness elective ............1
             **Semester Total** ........................................15

**• Second Semester**     Sem. Hrs.

CIS 106 ........Introduction to Microsoft Office ................3
CIS 135 ........Introduction to Networks ............................3
OS 221 ........Desktop Publishing ......................................3
             Behavioral/Social Science elective (GB)......3
             Mathematics (GM) ......................................3-4
             Physical Education elective..........................1
             **Semester Total** .....................................16-17

**• Third Semester**     Sem. Hrs.

CIS 254 ........Advanced Microsoft Office ..........................3
OS 150 ........Office Automation Concepts ......................3
CIS 115 ........Fundamentals of Programming ..................3
OS 225 ........Electronic Publishing ..................................3
OS 210 ........Keyboarding Speed Dev.*** ........................2
             Arts/Humanities elective (GH) ..................3
             **Semester Total** ........................................17

**• Fourth Semester**     Sem. Hrs.

OS 245 ........End User Technology Solutions ..................3
             OS/CIS Electives ..........................................6
             Bio./Phys. Lab Science elective (GL) ..........4
             General Education elective
             (GB)(GH)(GI)(GM)(GS) ..................................3
             **Semester Total** ........................................16

**Total Number of Credits............................................64-65**

** NOTE: Students may need to enroll more than once to reach competency level of 45-55 accurate words per minute.

*** NOTE: Students may need to enroll more than once to reach competency level of 60-70 accurate words per minute.

*For more information, contact Prof. Mary Valenti, 410-836-4136, mvalenti@harford.cc.md.us; or academic advising, 410-836-4301.*

# PARALEGAL STUDIES (CONTINUED)

## TRANSFER TRACK

**•Third Semester** — Sem. Hrs.

PL 237..........Criminal Practice and Procedure.................3
ACCT 101 ...Accounting Principles I ..............................3
PHIL 205 ....Ethics (GH) ..........................................................3
ECON 102 ..Microeconomics (GB) ..................................3
          Mathematics elective (GM) .....................3-4

*Students must choose one from the following:*

ENG 201......World Literature:
          800 BC to 1600 AD (GH)
ENG 202......World Literature:
          1600 AD to the Present (GH)
ENG 203......English Literature:
          Old English Through Neoclassical (GH)
ENG 204......English Literature:
          Romantic to the Present (GH)
ENG 205......American Literature:
          Colonial Through the Civil War (GH)
ENG 206......American Literature:
          Late 19th and 20th Centuries (GH)
ENG 214......Great Writers: Lives and Works (GH)
ENG 215......Multicultural Literature:
          The 20th Century (GH)
ENG 219......American Women Writers (GH)
ENG 233......African American Literature (GH).................3

          Semester Total.......................................18-19

**•Fourth Semester** — Sem. Hrs.

PL 238..........Law Practice and Prof. Conduct..................3
ACCT 102 ...Accounting Principles II ............................3
PL 248..........Internship in Paralegal Studies
          or
PL 273..........Cooperative Education: Paralegal Studies ..3
ECON 101 ..Macroeconomics (GB)...................................3
          Paralegal Law elective* ................................2
          Bio./Phys. Sci. elec. (GS) .............................3
          Physical Education elective.........................1

          Semester Total .........................................18

TOTAL NUMBER OF CREDITS.............................69-70

## CAREER TRACK

**•Third Semester** — Sem. Hrs.

PL 237..........Criminal Practice and Procedure ...............3
PL 235..........Business Transactions ...................................3
          Arts/Humanities elective (GH) ...................3
          Mathematics elective (GM) .......................3-4
          Physical Education elective..........................1

*Students must choose one from the following:*

ENG 109 ....Eng. Comp.: Research Writing
ENG 209 ....Technical Writing
ENG 216......Business Communications...........................3

          Semester Total.......................................16-17

**•Fourth Semester** — Sem. Hrs.

PL 238..........Law Practice and Prof. Conduct..................3
PL 242..........Real Estate Transactions ..............................3
PL 248..........Internship in Paralegal Studies
          or
PL 273 ........Cooperative Education: Paralegal Studies ..3
          Paralegal Law elective* .................................2
          Behavioral/Social Sci. elec. (GB) ................3
          Math/Bio./Phys. Sci. elec.
          (GM),(GS),(GL)..........................................3-4

          Semester Total.......................................17-18

TOTAL NUMBER OF CREDITS.............................66-68

* *Paralegal Law Electives – choose one:*
    *PL 244 - Family Law and Litigation*
    *PL 246 - Administrative Law and Procedure*
    *PL 250 - Bankruptcy and Collections Law*
    *PL 251 - Negotiation, Mediation, and Arbitration*

# RETAIL MANAGEMENT

## PROGRAM DESCRIPTION

Designed to prepare students for a variety of mid-management career opportunities in the retail field, this program provides both retail management and broad General Education courses. Those already employed in retailing may update their knowledge of the field through the courses offered in this program. Cooperative Education is an option for students in this program to gain hands-on learning experience related to retail management.

## EMPLOYMENT INFORMATION

The retail field encompasses the buying and selling of goods and services with responsibilities in the areas of buying merchandise, sales management, inventory control, store operation, promotion and human resource management. Many entry-level and mid-management retail positions are available, particularly to those with a degree. With the continued economic growth of retailers in Harford County, additional employment opportunities will develop.

## *CAREER-BASED ELECTIVES

*Any two of the following:*
ACCT 101 ...Accounting Principles I.............................3
ACCT 102 ..Accounting Principles II............................3
BA 103 ........Public Relations....................................3
BA 108 ........Human Resources Management..................3
BA 109 ........Principles of Management.........................3
BA 111 ........Purchasing and Materials Management ....3
BA 206 ........Small Business Seminar I...........................3

*For more information, contact Prof. Sandra Ferriter,
410-836-4426, sferrite@harford.cc.md.us;
or academic advising, 410-836-4301.*

Note: The following codes identify courses which satisfy the General Education Core Requirements. For more information see pages 21-23.

| | |
|---|---|
| GB | Behavioral/Social Science |
| GE | English Composition |
| GH | Arts/Humanities |
| GI | Interdisciplinary and Emerging Issues |
| GL | Biological/Physical Laboratory Science |
| GM | Mathematics |
| GS | Biological/Physical Science |

## •DEGREE REQUIREMENTS

*Recommended Course Sequence*

**• First Semester**      Sem. Hrs.

BA 101 ........Introduction to Business ...........................3
BA 106 ........Principles of Retailing ..............................3
ENG 101......English Composition GE ..........................3
MATH 101..College Algebra GM
               or
MATH 111..Intro to Finite Mathematics GM ................3
        Behavioral/Social Sci. elective GB ............3
        Physical Education Fitness elective ............1
        Semester Total .........................................16

**• Second Semester**      Sem. Hrs.

BA 105 ........Professional Selling .................................3
BA 208 ........Retail Merchandising................................3
BA 210 ........Business Computer Applications
               or
CIS 102........Intro. to Information Sciences GI ..............3
PSY 105 ......Human Relations ....................................3
        Bio./Phys. Lab. Science elective GL .........4
        Physical Education elective.........................1
        Semester Total .........................................17

**• Third Semester**      Sem. Hrs.

BA 107 ........Principles of Supervision...........................3
BA 203 ........Principles of Marketing .............................3
BA 273 ........Cooperative Education (Career)
               or
ECON 102 ..Microeconomics GB (Transfer)..................3
        Career Based elective* ..............................3
        Arts/Humanities elective GH** ...............3
        Semester Total .........................................15

**• Fourth Semester**      Sem. Hrs.

BA 104 ........Advertising and Sales Promotion................3
PHIL 221 ....Business Ethics GH** ...............................3
BA 273 ........Cooperative Education (Career)
               or
ECON 101 ..Macroeconomics GB (Transfer) ................3
        Career Based elective* ..............................3
        General Education elective
        GB GH GM GS GI ..................................3
        Semester Total .........................................15

**Total Number of Credits**................................63

\* *See listing of Career-Based electives.*

\*\* *Only one ethics course may be used as an Arts/Humanities elective. PHIL 221 (Business Ethics) is a requirement in this program.*

# Howard Community College

## 2001 Response

### regarding

### <u>Low-Productivity Degree Programs</u>

DATE:      August 28, 2001

TO:        Karen R. Johnson, J.D.
           The Maryland Higher Education Commission

FROM:      The Board of Trustees, Howard Community College
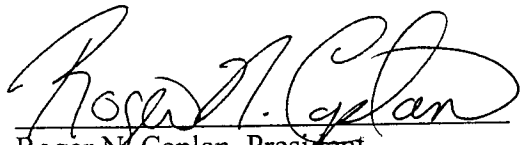
## Low-Productivity Degree Program Report 2001

The Board of Trustees of Howard Community College has determined that it is premature to delete either the **Computer Science** program or the **Computer-Aided Design Technology** program. Instead the Board has directed the administration of Howard Community College to review the program enrollment and the productivity figures for the FY2002 and FY2003 graduations before making a determination about these two programs.

Since both of these programs had 5 or more A.A. degree graduates in FY2001 (see attachments), the deletion of these programs at this point would clearly be premature. Computer Science had 8 A.A. degree graduates for FY2001 and Computer-Aided Design Technology had 6 A.A.S. degree graduates and 1 Certificate of Proficiency graduate.

With 306 identified majors for the fall of 2001, Computer Science is one of our most highly enrolled programs and one that has been invigorated by the emergence of internet technologies. The low number of graduates is not reflective of waning interest in computer science but is a result of the fact that the program requirements in Computer Science are significantly different at virtually every four-year transfer institution in the state. This situation discourages students from staying to complete the A.A. degree; it is to their advantage to complete only those requirements that are transferable to their 4-year institution of choice. It is clear from the caliber of the graduates that the Computer Science program is attracting excellent students to the college. Six of the eight computer science majors graduated with honors including one member of our Rouse Scholars honors program.

Computer-Aided Design Technology is a smaller program with 56 identified majors, but the program presents little in the way of additional costs. The courses are taught in a lab shared with other technology programs by a faculty person who also teaches other technology courses. There are no special programs expenses except for the CAD software for which the costs are nominal with the education discounts. Interest in the credit program has been consistent at the present level over the past 5 years and Computer-Aided Design Technology continues to be a popular summer program for secondary school students. An exemption for this program may be requested after the review period if the enrollments continue at the present level. Three of the seven Computer-aided Design Technology majors graduated with honors or Phi Theta Kappa.

Since both of these programs have satisfied the productivity criteria for FY2001, the reporting year that MHEC will use for its next low productivity report, the Board of Trustees directs the college review the program enrollment and the productivity figures for the FY2002 and FY2003 graduations before making a determination about these two programs.


Roger M. Caplan, President
Howard Community College Board of Trustees


Attachments:

- MHEC Report: Programs with Low Degree Production
- Computer-Aided Design Technology and Computer Science graduates from the Howard Community College Thirtieth Commencement - May 17, 2001
- Computer-Aided Design Technology and Computer Science Summer I graduates

# Howard Community College

## PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 |
|---|---|---|---|
| ASSOCIATE | | | |
| 498001    COMPUTER SCIENCE TRANSFER | | | |
| Enrollment | 278 | 294 | 356 |
| Degrees/Awards | 3 | 7 | 3 |
| 530301    COMPUTER AIDED DESIGN TECH | | | |
| Enrollment | 39 | 34 | 31 |
| Degrees/Awards | 3 | 5 | 1 |

**FACULTY MARSHALLS**

Philip J. Vilardo, Ph.D.
*Assistant Professor, Sociology*

Fran P. Kroll
*Associate Professor, Early Childhood Development and Teacher Education*

# HOWARD COMMUNITY COLLEGE

**Thirtieth Commencement**

**May 17, 2001**

**4 p.m.**

*Celebrating 30 years*

## COMPUTER AIDED DESIGN TECHNOLOGY

Sabiha Shan Ali
Jin Ah Kim †*
Bobbi Jo Phelps †
Kelly Michelle Smith
Mary L. Whiting *

## COMPUTER SCIENCE

Nadia J. Bhatti †*
Reginald Linwood Elliott, Jr.
Robert Walter Rahmer †*
Joel Bruce Land †* **
Deborah A. Reitz †
Michael B. Roosa †
Jiqing Zhang †*

## COMPUTER SUPPORT TECHNOLOGY

Steven D. Buckley *
Ivena Colbert †*
Neil Owen Fenwick
Julie Marie Jones
David Sterling Yarn †

## EARLY CHILDHOOD DEVELOPMENT

Vanessa Leilani Giddings †
Irene Bih Nkwenti
Sylvia O. Pearman

## ELECTRONICS TECHNOLOGY

James R. Morton *

## ENGINEERING

Darin Allen Brinkman
Julie Elaine Brown
Scott Michael Dolecki
Amy Dawn Hood
Steven I. Wait *

## GENERAL STUDIES

Grant S. Alexander
Sandra Ams †*
Keri Ann Ballantine *
Karen Lynn Barger †*
Paul E. Barnes
Kimberly Ann Bauman
Leanne Sara Bauman
Alex Todd Blazek
Maureen G. Bryant
Joseph Calvin Judkins
Linda M. Kaczor
Kevin P. Kelly
Veronica Elizabeth Lay
James Lazaris
Lisa M. Lewis
Joseph Christopher Link
Christopher David Marsh
Jason Charles McDuffie

## GENERAL STUDIES (continued)

Kyle N. Campbell
Joan Lacey Caslow
Isaac W. Clark
Kellie René Collett †
Sarah Anne Edith Marie Copeland *
Margaret Laura Davies †
Angela Denise DeJordy †* **
Jason Michael DeLorenzo
Andrea Dixon
Heather Renee Donaty
Erin Elizabeth Eitemiller †
Jeremy Andrae Ephraim
Mary Ann Erlitz *
Donald Wade Evans †*
Jason Spencer Fenrite
Amy Christine Friend
Christopher G. Gardner
Timothy Paul Glinka
Esther-Jane Stuart Grenness †*
Edwige Griffith †*
Misty Michelle Grimes
Shawn Josette Guthrie †*
Matthew Stephen Hall
Peggy A. Hewinson
Michael Wayne Hopper
Kimberly Marie Hutchison
Bethanie K. Johnson
Luther James McKenney, III
Andrew A. McShane
Kristin M. Merritt
Sharon M. Morgan
Leslie Lynn Nachman †
Jane A. Capshaw O'Keefe
Henry deGuzman Punsalan
Rodney deGuzman Punsalan
Brianna Faith Punté †
Julie Mae Roberts
Christopher Lee Robinson
Kasey B. Robinson
Jeanette Marie Santiago
Dawn Maureen Scarlis
Marsha Ellen Sturgill
Rachael Marie Suffill
Nancy T. Sullivan-Manzoli *
Melissa Ann Tucker †*
Donisia Yolanda Tyler
Rachael Carter Wallace
David Robert Wasilewski
David F. Weirman
Joyce Elizabeth Williams †*
Sheila M. Winter
Carrie Wren †*
Emma Lee Young †*

## NETWORK ADMINISTRATION

Rosy Begam
Duane Andrew Dansie *
Enuogbope Susan Majekodunmi
Joshua Moore †★*
Larry Alan Smith †
Danuwelli Karen Tokpa *

## OFFICE TECHNOLOGY

Ruth Clarissa Jones
Corey Beth P. McGrath

## NURSING

Ademola Ayodeji Ajayi
Terry Lee Bidas *
Denise L. Blackmon*
Eva Angelica Haro
Sabrina S. Hill
Monique Earline James

Donna Yvette Burley
Donna Lynn Cochran †*
Laurie Christine Compton †*
Courtney Ruth Crouch †*
Devon Lindsay Doyle
Eunice N. Dupigny
Dana M. Euler
Shirley FanFan
Constance Watson Flood
Cyril Saunders French †
Richard Peter Gavin
Janice Lynn Greene
Jeane Marie Gross
Brenda Marie Gunn-Greene

Tish Michele Matthews
Theresa S. McDonald †*
Andrea Lee Morrissey
Claudette Nyambi †
Tara Lynne Prendergast
Patricia Ann Remmey
Sheila Rollock
Nancy Marie Rubin
Silvia A. Salamanca
Della A. Sangah †*
Michael A. Smith
Pamela May Wilhelm Lewthwaite
Joy Williams
Li-Ping Yang

## TEACHER EDUCATION

### Early Childhood Education/Elementary Education

Joy A. Antonakas *
Paul E. Barnes
Brandy Lee Duvall
Tracy Marie Gledhill
Tasha Lee Holbrook
Carole Jean Fasold Innerbichler *
Ann E. J. Morrow †*
Kara Marie Genevieve Murphy

Valerie Archer Olivares †★
Julia Michele Papania †
Nicole Paige Richardson
Donna Marie Savory †*
Peter W. Sonntag
Cara L. Stewart
Doris Otiwaa Yeboah †

### Secondary Education

Mehr S. Dhillon
Daniela Fazzari Franklin †*
Robert B. LaBoiteaux, III
John Scott Arvak Marshall *

Sarah Rebecca McCracken
Jaime Melissa Millett
Jessica T. Randle
Bruce H. Voge, III

# Candidates for Certificate of Proficiency[1]

## CARDIOVASCULAR TECHNOLOGY

Sari Patreece Caldwell †★
Vaso V. Katsafanas †
Deborah Michelle Lee
Maria delCarmen Scott

Bonita J. White †*
Anndrea Kimberly Willis †
Karen Denise Wood

## COMPUTER AIDED DESIGN TECHNOLOGY

Vincent Silas Sines

## COMPUTER SUPPORT TECHNOLOGY

Anthony Carl Rota †*

Mikyas Yirga Wolde

## EARLY CHILDHOOD DEVELOPMENT

Pamela Anne Johnson
Lori Michelle Murray

Sylvia O. Pearman †
Beth Kabsun Sonntag

## NETWORK ADMINISTRATION

Nee Cloteykine †

## OFFICE TECHNOLOGY

Sharon Renee Flanagan

Jennifer L. Phebus

## PLANT SCIENCE

James G. A. Guercio

## Summer I Graduates

### Arts and Sciences – Liberal Arts

Adam Paul Cant-Smith
Catherine E. Graves
Pia F. Rodriguez
Lynn C. Zimmerman

### Arts and Sciences – Pre-Veterinary Medicine

Heather Margaret Lilley

### Computer Aided Design Technology

Mary L. Whiting

### Electronics Technology

James R. Morton

### Teacher Education – Early Childhood Education

Tasha Lee Holbrook

### Business Administration

Kathryn D. Brunelle
Jeannette Ruth Crotts
Danielle Marie Kuba

### Computer Science

Jiqing Zhang

### Early Childhood Development

Veronica D. Peterson

### General Studies

Kimberly Ann Baumann
Leanne Sara Baumann
Jeremy Andrae Ephraim
Bethanie K. Johnson
Andrew A. McShane

## Summer II Graduates

### Arts and Sciences – Criminal Justice

Amanda Marie Fortune

### Arts and Sciences – Liberal Arts

Ernistina A. Hayford

### Business Administration

Imran K. Ahmed
Tammy Michelle Bleything

### Emergency Medical Services

Douglas C. Talley

### Teacher Education – Secondary Education

Isabel A. Machado

### Engineering

Neil Jeffrey White

### Arts and Sciences – Pre-Medicine

Paul G. Moise

### General Studies

Matthew George Barth
Jennifer Jeannine Blackwell
Heather Noelle Gummel
Stephanie Marie Mester

### Network Administration

Sonya Denise Allen

# Montgomery College

## 2001 Response

## regarding

## <u>Low-Productivity Degree Programs</u>

September 10, 2001

Ms. Karen R. Johnson
Secretary of Higher Education
Maryland Higher Education Commission
The Jeffrey Building
16 Francis Street
Annapolis, MD 21041

Dear Ms. Johnson:

Montgomery College's responses to the Commission's Low-Productivity Degree
Program Report 2001 are enclosed for processing. The College reviewed the following
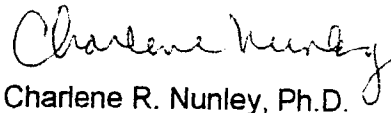three programs identified by the Commission:

| | |
|---|---|
| HEGIS 519904 | Configuration and Data Management |
| HEGIS 531001 | Electronics<br>Automation Control  (AAS and Certificate) |
| HEGIS 540701 | Biotechnology Lab Technician |

The College recommends the continuation of our Biotechnology Lab Technician program
on the basis of both the "Contribution to Economic Development" and "Centrality to
Mission" Exemptions. This program is critical at our Germantown campus, located as it
is in the high-technology I-270 Corridor in the County. The Configuration and Data
Management (519904) and Electronics/Automation & Control (531001) programs are
recommended for deletion. Actually, the Configuration and Data Management program
was deleted several years ago.

Our Board of Trustees will be reviewing these recommendations at its September 24th,
2001 meeting; this report is submitted to the Commission pending Board acceptance of
the report and approval of the recommendations.

We appreciate the Commission's ongoing interest in, and commitment to, regular review
of academic programs in Maryland's colleges and universities.

Sincerely,

Charlene R. Nunley, Ph.D.
President

Enclosure

cc:    Dr. Michael J. Kiphart
       Dr. Hercules Pinkney

| **Central Administration** | **Germantown Campus** | **Rockville Campus** | **Takoma Park Campus** | **Continuing Education** |
|---|---|---|---|---|
| 900 Hungerford Drive | 20200 Observation Drive | 51 Mannakee Street | 7600 Takoma Avenue | 51 Mannakee Street |
| Rockville, MD 20850 | Germantown, MD 20876 | Rockville, MD 20850 | Takoma Park, MD 20912 | Rockville, MD 20850 |
| (301)279-5000 | (301)353-7700 | (301)279-5000 | (301)650-1300 | (301)279-5188 |

-115-

# MONTGOMERY COLLEGE
## LOW PRODUCTIVITY PROGRAM REVIEW RESPONSE

PROGRAM: Biotechnology Lab Technician

CAMPUS: Germantown

RECOMMENDATION:

Delete Program _____

Continue Program ___X___

*Submit Justification and Documentation in Support of Continuation, According to MHEC Criteria:  centrality to mission and contribution to economic development*

The Biotechnology Lab Technician Program serves the economic needs of Montgomery County, training and preparing workers in the local burgeoning biotechnology industry. The program has close ties with and the support of area biotechnology firms. Its new mission statement states that Montgomery College leads "in meeting economic and workforce development needs". The Biotechnology Lab Technician Program fulfills this objective and is worth continuing based on the centrality of mission and contribution to economic development criteria identified by MHEC

### Enrollment Report
### Biotechnology Lab Technician Program

The Biotechnology Lab Technician (BT) program has grown significantly the past two years. The number of students taking Biotechnology courses has grown from a handful to about 60. The number of courses being offered has doubled. Class sizes are restricted because of limited bench space.

| Biotechnology Credit Offerings | Student Load Hours | % Increase | Sections Offered | % Increase |
|---|---|---|---|---|
| Fall 99 | 73 | | 5 | |
| Spring 00 | 116 | 59% | 4 | 16% |
| Fall 00 | 151 | 30% | 6 | 36% |
| Spring 01 | 178 | 18% | 7 | 22% |
| Fall 01 (projected) | 240 | 35% | 9 | 32% |
| Spring 02 (projected) | 286 | 19% | 10 | 8% |

| Non-credit Biotechnology Offerings 2000-2001 | | |
|---|---|---|
| Subject | Students | Classes |
| Cell Culture | 17 | 3 |
| Quantitative Principles | 4 | 1 |
| Nucleic Acids | 6 | 1 |
| Corporate Culture | 14 | 2 |
| GLP/ GMP (OL) | 77 | 4 |
| Totals | 118 | 11 |

Several things have happened that helped to bring about the surge in enrollment in the BT program and will continue to drive enrollments:

- The incredible growth of the biotech industry in Montgomery County, identified as the nations DNA Alley. The demand for skilled BT workers in the region is extremely high.
- The program is benefiting from a high degree of industry support for scholarships, donations of equipment and disposables, and internships.
- Working closely with local and national biotechnology firms and organizations, the Biotechnology Lab Technician curriculum was revised in Fall 2000. The program now offers a certificate that will increase student's completion rates, as more students are interested in the certificate rather than the degree.
- Montgomery College has aggressively marketed the Biotechnology program over the past year and a half, attracting new students to the program.
- Formally an evening-only program, a day program for BT was started in Fall 2000 in an attempt to attract recent high school graduates.
- A new, talented, energetic full-time faculty member was hired to teach in and coordinate the program. A second full-time faculty member has begun this Fall.
- A newly formed Advisory Committee made up of industry representatives, serves both the credit and non-credit biotechnology programs.
- A second laboratory will be equipped this coming academic year.

The program's biggest challenges so far have been with recruitment of high school graduates into this rigorous science program, lab space and resources. There is no projected decrease in demand for workers, in fact students are offered employment before completing degree requirements.

All the above factors should lead to increased graduation rates in the next two to three years as students work their way through the program. Given that day students will typically take over two years to complete the program and evening students three to four years, the graduation rate should start increasing in 2002-2003.

# MONTGOMERY COLLEGE

## LOW PRODUCTIVITY PROGRAM REVIEW RESPONSE

**PROGRAM:** Configuration and Data Management

**CAMPUS:** Germantown

**RECOMMENDATION:**

Delete Program        __X*__

Continue Program      _____

*Submit Justification and Documentation in Support of Continuation, According to MHEC Criteria:*

*The program was deleted in May 1998.

# MONTGOMERY COLLEGE

# LOW PRODUCTIVITY PROGRAM REVIEW RESPONSE

PROGRAM: Electronic Technology

CAMPUS: Germantown

RECOMMENDATION:

Delete Program       ___X___

Continue Program     _____

*Submit Justification and Documentation in Support of Continuation, According to MHEC Criteria:*

The College is in the process of investigating the incorporation of several of the Electronic Technology courses in a new program, Manufacturing Technology, that is under development.

# MONTGOMERY COLLEGE

# LOW PRODUCTIVITY PROGRAM REVIEW RESPONSE

PROGRAM: Automation and Control

CAMPUS: Germantown

RECOMMENDATION:

Delete Program _____X____

Continue Program _____

*Submit Justification and Documentation in Support of Continuation, According to MHEC Criteria:*

The College is in the process of investigating the incorporation of two of the Automation and Control courses in a new program, Manufacturing Technology, that is under development.

# Prince George's Community College

## 2001 Response

## regarding

## <u>Low-Productivity Degree Programs</u>
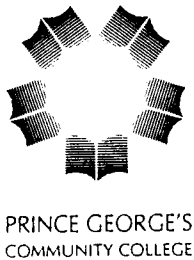
DR. VERA ZDRAVKOVICH
VICE PRESIDENT FOR INSTRUCTION

301 LARGO ROAD
LARGO, MD 20774-2199
301-322-0406
FAX: 301-808-0960
E-MAIL: zdravkvx@pg.cc.md.us

PRINCE GEORGE'S
COMMUNITY COLLEGE
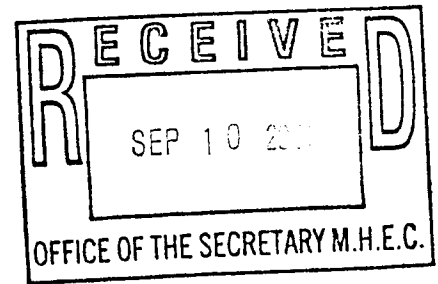
August 30, 2001

Karen R. Johnson, JD
Secretary of Higher Education
Maryland Higher Education Department
16 Francis Street
Annapolis, Maryland 21404-1781

Dear Secretary Johnson:
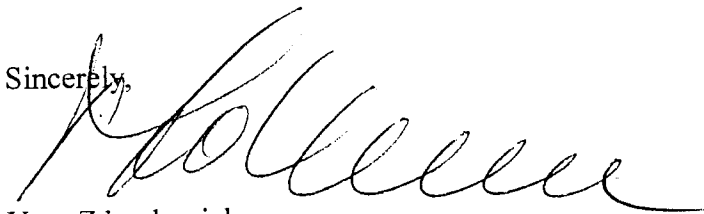
Re: 491001 Arts and Sciences Transfer – Low Degree Production

The Arts and Sciences Transfer Program is central to our mission as a member of the Association of American Colleges and Universities Greater Expectations Consortium. One of the tenets of the Consortium is a commitment to providing a liberal education for students. The Arts and Sciences Transfer Program offers such an education.

The low productivity in the graduate rate of the program has two causes. One, the program requires four semesters of a foreign language. To avoid taking a foreign language, students frequently change majors informally, that is they do not change the program code when they register each semester. Second, we offer Spanish and French, students desiring some other language transfer before they have sufficient credits to graduate.

As a liberal education community college, we need to offer the program, however, we will review the program to determine what, if any, measures need to be taken to strengthen the graduation rate.

Sincerely,

Vera Zdravkovich

# Wor-Wic Community College

## 2001 Response

## regarding

## <u>Low-Productivity Degree Programs</u>

**WOR-WIC**

COMMUNITY COLLEGE

## PROGRAM PRODUCTIVITY REPORT

## HOTEL-MOTEL-RESTAURANT MANAGEMENT

Wor-Wic Community College's Hotel-Motel-Restaurant Management (HMR) program failed the low-productivity test for Fiscal Years 1998, 1999 & 2000 due to a drop in graduates for the year 2000. The two graduates in FY 2000 dropped the three year total to 14, one under the minimum standard. In FY 2001, the HMR program graduated 9 students and now is above minimum status for FY 1999, 2000 & 2001 with a total of 16 graduates.

Although award production for the HMR program fluctuates greatly, the program serves the hospitality industry in the region well. It provides training for many individuals who do not complete entire programs but learn valuable skills and techniques through courses in the program. In FY 01, the program had 37 declared majors, and as of the Fall semester 2001, the program has grown to 54 declared majors. The HMR program makes a significant contribution to the accomplishment of the college goal to:

> Provide programs and courses of an occupational nature to prepare individuals for jobs in the area.

The HMR program has been, since the founding of the college, a mainstay of the "Training Local People for Local Jobs" philosophy. The college has maintained a Worcester County site primarily to house the HMR program and serve the hospitality industry located in the northern end of the county. The college, therefore, intends to continue the HMR program for the benefit of local students and employers. At its June 13, 2001 meeting, the college Board of Trustees voted to exercise its right to request an exemption for the HMR program from the Low-Productivity Degree Program reporting based upon its centrality to the college mission.

# University System of Maryland

Coppin State College
Frostburg State University
Salisbury State University
University of Maryland, College Park
University of Maryland Eastern Shore


## 2001 Response

## regarding

## Low-Productivity Degree Programs

**TOPIC**: Recommendations on Academic Programs Identified by MHEC as "Low Productivity"

**COMMITTEE**: Education Policy

**DATE OF COMMITTEE MEETING**: September 13, 2001

**SUMMARY**: Consistent with SB 682, the Maryland Higher Education Commission, along with representatives of the public colleges and universities, developed criteria for identifying low-productivity academic programs. A single criterion, degree production, was selected as the most appropriate method for determining low productivity. Baccalaureate degree programs must graduate five students in the most recently reported year or a total of 15 students in the last three years. Master's programs must graduate two students in the most recently reported year or six in the last three years. Doctoral programs must graduate one student in the most recently reported year or a total of three in the last three years.

However, the Commission recognized that other factors argue for the exemption of some low-productivity academic programs from discontinuation. The Commission developed the following approved exemption categories: liberal arts exemption; access exemption; appropriate duplication exemption; centrality to mission exemption; contribution to economic development exemption; cost factors exemption; and quality of graduates exemption.

On May 15, 2001, the Commission informed Chancellor Donald N. Langenberg that five USM institutions had low-productivity degree programs in 2000. The institutions reviewed the data and, in all cases, made cases for their continuation based upon the approved exemption criteria. The Committee is being asked to review the list of low-productivity programs and the institution's recommendations with respect to them. The Committee will recommend action on the programs to the full Board. Thereafter, the USM will submit its recommendations to MHEC, which will report the results of Board action to the General Assembly.

**ALTERNATIVE(S)**: The Committee might decide to change the institutions' program recommendations.

**FISCAL IMPACT**: Program discontinuation may, in some instances, yield institutional resources that may be reallocated to other areas. Institutions will not ask for additional new money to sustain low-productivity programs that have received exemptions.

**CHANCELLOR'S RECOMMENDATION**: That the Committee on Education Policy recommend that the Board of Regents endorse the Low Productivity Program Recommendations outlined on the attached table dated September 5, 2001 for forwarding to the Maryland Higher Education Commission as required by law. It is understood that, regardless of MHEC's decision on program exemptions, the Committee on Education Policy will receive in September, 2006, a report on enrollment and degree awards in all programs granted exemptions for cause during this review cycle.

| COMMITTEE RECOMMENDATION: | DATE: |
| --- | --- |
| BOARD ACTION: | DATE: |
| SUBMITTED BY: Charles R. Middleton    (301) 445-1992    crm@usmd.edu | |

## Evaluation Criteria for Low-Productivity Degree Programs

A single criterion, degree production, was selected as the most appropriate method for determining low productivity. Commission staff identifies low-producing programs by compiling a three-year history of degrees conferred and identifies all degree programs that fall below the following parameters:

**Associate degree programs** must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

**Baccalaureate degree programs** must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

**Masters degree programs** must graduate two (2) students in the most recently reported year or a total of six (6) students in the last three years.

**Doctoral degree programs** must graduate one (1) student in the most recently reported year or a total of three (3) students in the last three years.

## Approved Exemption Categories

**Liberal Arts Exemption:** Each institution may request the exemption of five (5) low-demand liberal arts degree programs at the associate or baccalaureate degree level. The liberal arts exemption privilege is intended to address an institutional need to offer certain degree programs with low demand that are central to the institution's role and mission. Once identified by an institution, a degree program carries this designation until the governing board acts to remove it or supplants it with a new degree program.

In addition to the quantitative assessment based on degree production and the five institutional liberal arts program exceptions allowed to each institution, the Commission and public Colleges and Universities recognized six other exemption criteria categories that demonstrate program need and contribution to the institution and to the State of Maryland. The criteria for these potential exemptions include:

**Access Exemption:** This criterion requires an institution to demonstrate that other existing degree programs or educational delivery systems cannot meet the enrolled students' needs.

**Appropriate Duplication Exemption:** A comparative analysis that highlights the way a program serves a distinct group of students or fulfills a distinctly different set of program goals shall substantiate this factor.

# Coppin State College

## PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 |
|---|---|---|---|
| **BACHELORS** | | | |
| 220500    HISTORY | | | |
| Enrollment | 29 | 24 | 31 |
| Degrees/Awards | 5 | 5 | 4 |

# Frostburg State University

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 |
|---|---|---|---|
| BACHELORS | | | |
| 150901    PHILOSOPHY | | | |
| Enrollment | 10 | 9 | 10 |
| Degrees/Awards | 3 | 5 | 1 |

# University of Maryland, College Park

PROGRAMS WITH LOW DEGREE PRODUCTION

REVISED 7/16/01

| PROGRAMS | 1998 | 1999 | 2000 |
|---|---|---|---|
| **BACHELORS** | | | |
| 130601    NUTRITIONAL SCIENCE | | | |
| Enrollment | 40 | 27 | 35 |
| Degrees/Awards | 2 | 7 | 4 |
| **DOCTORAL** | | | |
| 011300    FOOD SCIENCE | | | |
| Enrollment | 6 | 6 | 8 |
| Degrees/Awards | 1 | 0 | 0 |
| 122000    HEARING & SPEECH SCIENCES | | | |
| Enrollment | 6 | 7 | 7 |
| Degrees/Awards | 1 | 0 | 0 |
| 229902    POLICY SCIENCES | | | |
| Enrollment | 19 | 19 | 24 |
| Degrees/Awards | 1 | 1 | 0 |

# Salisbury State University

PROGRAMS WITH LOW DEGREE PRODUCTION

|  | 1998 | 1999 | 2000 |
|---|---|---|---|
| PROGRAMS | | | |
| BACHELORS | | | |
| 100500   MUSIC | | | |
| Enrollment | 35 | 38 | 37 |
| Degrees/Awards | 5 | 4 | 1 |

# University of Maryland Eastern Shore

## PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1998 | 1999 | 2000 |
|---|---|---|---|
| **BACHELORS** | | | |
| **080304 ENGLISH EDUCATION** | | | |
| Enrollment | 26 | 24 | 21 |
| Degrees/Awards | 2 | 9 | 0 |
| **080307 SOCIAL SCIENCE EDUCATION** | | | |
| Enrollment | 18 | 22 | 18 |
| Degrees/Awards | 2 | 0 | 4 |
| **080310 BIOLOGICAL EDUCATION** | | | |
| Enrollment | 10 | 174 | 10 |
| Degrees/Awards | 2 | 1 | 2 |
| **080311 CHEMISTRY EDUCATION** | | | |
| Enrollment | 2 | 0 | 0 |
| Degrees/Awards | 1 | 0 | 0 |
| **083300 MATHEMATICS EDUCATION** | | | |
| Enrollment | 6 | 6 | 4 |
| Degrees/Awards | 2 | 1 | 1 |
| **083801 BUSINESS EDUCATION** | | | |
| Enrollment | 14 | 13 | 12 |
| Degrees/Awards | 1 | 0 | 3 |
| **089901 AGRICULTURE EDUCATION** | | | |
| Enrollment | 4 | 4 | 4 |
| Degrees/Awards | 0 | 1 | 0 |

SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS (BY INSTITUTION)
UNIVERSITY SYSTEM OF MARYLAND
September 5, 2001

| Identified Low-Productivity Program: Title and Degree Level | Awaiting MHEC Approval of Hegis Codes | Seeking Exemption: Category (please check) | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Mission Centrality | Quality of Graduates | Access | Appropriate Duplication | Economic Development | Cost Factors | General Exemption Liberal Arts (<5) |
| **Coppin State College** | | | | | | | | |
| History - B | | | | | | | ✓ | ✓ |
| **Frostburg State University** | | | | | | | | |
| Philosophy - B | | | | | | | | ✓ |
| **Salisbury State University** | | | | | | | | |
| Music - B | | ✓ | | | | | | |
| **University of Maryland, College Park** | | | | | | | | |
| Nutritional Science – B | | | | ✓ | | | ✓ | |
| Food Science – PhD | | | | ✓ | | ✓ | | |
| Hearing and Speech Sciences – PhD | | | | ✓ | | | ✓ | |
| Policy Sciences – PhD[1] | | | | | | | | |
| **University of Maryland Eastern Shore[2]** | | | | | | | | |
| English Education – B | ✓ | | | | | | | |
| Social Science Education – B | ✓ | | | | | | | |
| Biological Education – B | ✓ | | | | | | | |
| Chemistry Education – B | ✓ | | | | | | | |
| Mathematics Education – B | ✓ | | | ✓ | | | | |
| Business Education – B | | | | | | | | |
| Agriculture Education – B | ✓ | | | | | | | |

**Notes**

1. The UMCP Policy Sciences doctoral program graduated one student in 2000 and two students in 1999. The 2000 degrees and one of the 1999 degrees were neither reported to nor recorded by MHEC. By virtue of the number of graduates during the last three years, this is not a low-productivity program. Hence, no action is required.

2. Seven secondary education programs at UMES were identified as low-productivity programs: English education, social science education, biological education, chemistry education, mathematics education, business education, and agriculture education. UMES has requested an exemption (for reason of access) for business education. Additionally, UMES has requested that six of these programs be listed under the same HEGIS codes as those used for the academic disciplines with which they are associated (e.g., English education and English listed under the same code). MHEC has responded to the request in the following fashion: "The Commission has not approved the changes requested to the University of Maryland Eastern Shore's Education programs to discipline-based teacher education concentrations. The original education programs are still in effect and have not been removed pending the resolution of issues related to teacher education."

Institution: ___Coppin State College_____

Degree Level: ___Bachelor_____

HEGIS Code and Program Title: ___2205 History, Geography, and International studies___

---

*Check One:*

☐ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

_____.
 *(Date of Discontinuance)*

We are seeking an exemption for this program on the following grounds:

☐ Centrality to Mission
☐ Quality of Graduates
☐ Access
☐ Appropriate Duplication
☐ Contribution to Economic Development
☒ Cost Factors
☒ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

## SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS

Name of Institution: _____ Coppin State College

| Identified Low Demand Program Title and Degree Level | Recommend Discontinuance | Seeking Exemption: Category (please check) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Mission Centrality | Quality of Graduates | Access | Appropriate Duplication | Economic Development | Cost Factors | General Exemption: Liberal Arts (< 5) |
| 1) History, Geography, & IntlStd | | | | | | | X | X |
| 2) | | | | | | | | |
| 3) | | | | | | | | |
| 4) | | | | | | | | |
| 5) | | | | | | | | |
| 6) | | | | | | | | |
| 7) | | | | | | | | |
| 8) 142 | | | | | | | | |
| 10) | | | | | | | | |
| 11) | | | | | | | | |
| 12) | | | | | | | | |
| 13) | | | | | | | | |
| 14) | | | | | | | | |
| 15) | | | | | | | | |

Signature of President or Designee: _____

*Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.*

**History 220500**

Coppin State College is seeking a "Low Productivity Program" exemption for the History Degree Program. The program has graduated the required fifteen (15) students in the past three years. One student who was graduated in 1998 was not included in the Degree Information System file, which was forwarded to MHEC. A recent review of the file has provided the evidence of this error. A file correction will be forthcoming. Additionally an exemption/exclusion of this program from future low productivity considerations is being proposed. An exemption is being proposed for several exempt categories, Liberal Arts Exemption, and Cost Factor Exemption.

Currently, the program provides all general education course requirements for the entire student body. The degree program is available to majors at no additional cost to the College, since the same number of faculty are required to meet the general education requirements, as are needed to offer the major. Additionally, history and cultural initiatives that enable the College to address its role and mission, result from this department and degree program. As the program graduated the necessary 15 majors over a three-year period, plans for program enhancement and expansion are under way.

Finally, the department has recently received approval to offer a "Global Studies" major, and the department is investigating the addition of "gender" studies to round out the program and attract more students to the major. As a result of the factors indicated, as well as the plans for expanding the major, Coppin State College requests an exemption for the History degree program through the Liberal Arts Exemption and the Cost Factor Exemption. Continuance of this program is recommended.

SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS

Name of Institution: _____ Frostburg State University _____

| Identified Low Demand Program: Title and Degree Level | Recommend Discontinuance | Mission Centrality | Quality of Graduates | Access | Appropriate Duplication | Economic Development | Cost Factors | General Exemption Liberal Arts (< 5) |
|---|---|---|---|---|---|---|---|---|
| | | Seeking Exemption: Category (please check) | | | | | | |
| 1) Philosophy | | | | | | | | X |
| 2) | | | | | | | | |
| 3) | | | | | | | | |
| 4) | | | | | | | | |
| 5) | | | | | | | | |
| 6) | | | | | | | | |
| 7) | | | | | | | | |
| 8) | | | | | | | | |
| 9) | | | | | | | | |
| 10) | | | | | | | | |
| 11) | | | | | | | | |
| 12) | | | | | | | | |
| 13) | | | | | | | | |
| 14) | | | | | | | | |
| 15) | | | | | | | | |

*Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.*

Signature of President or Designee: _____ Stephen Simpson 8/2/01 _____

# LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: Frostburg State University

Degree Level: Bachelor's

HEGIS Code and Program Title: 150901 Philosophy

---

*Check One:*

☐ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

_____.
   *(Date of Discontinuance)*

We are seeking an exemption for this program on the following grounds:
☐ Centrality to Mission
☐ Quality of Graduates
☐ Access
☐ Appropriate Duplication
☐ Contribution to Economic Development
☐ Cost Factors
☒ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The Philosophy program is a core component of the liberal arts and general education curricula at Frostburg State University. In addition, the program and its faculty serve students in multiple interdisciplinary programs, including the Justice Studies, International Studies, and Liberal Studies majors, the Earth Science Concentrations in our Biology and Geography programs, and minors in African American Studies, Women's Studies, Leadership Studies, and Environmental Humanities.

# SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS

Name of Institution: ___SALISBURY UNIVERSITY___

| Identified Low Demand Program: Title and Degree Level | Recommend Discontinuance | Seeking Exemption: Category (please check) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Mission Centrality | Quality of Graduates | Access | Appropriate Duplication | Economic Development | Cost Factors | General Exemption Liberal Arts (< 5) |
| 1) MUSIC – BACHELORS | | X | | | | | | |
| 2) | | | | | | | | |
| 3) | | | | | | | | |
| 4) | | | | | | | | |
| 5) | | | | | | | | |
| 6) | | | | | | | | |
| 7) | | | | | | | | |
| 8) 146 | | | | | | | | |
| 9) | | | | | | | | |
| 10) | | | | | | | | |
| 11) | | | | | | | | |
| 12) | | | | | | | | |
| 13) | | | | | | | | |
| 14) | | | | | | | | |
| 15) | | | | | | | | |

*Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.*

Signature of President or Designee: _____

Provost

Institution: SALISBURY UNIVERSITY

Degree Level: __BACHELORS__

HEGIS Code and Program Title: __100500 MUSIC__

---

*Check One:*

❏ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

_____.
     *(Date of Discontinuance)*

We are seeking an exemption for this program on the following grounds:

xx Centrality to Mission
❏ Quality of Graduates
❏ Access
❏ Appropriate Duplication
❏ Contribution to Economic Development
❏ Cost Factors
❏ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

This program contributes both to the mission of the University and to the general education curriculum. It provides students the opportunities to develop professional skills in music composition, vocals, or instrumentals, fulfills one component of the general education requirement, and is mission essential in its MSDE approved teacher education certification in music—a vital facet of the University's comprehensive university status and service to the State of Maryland and the region's Eastern Shore.

The annual number of declared music majors remained consistently in the upper 30's or lower 40's throughout the latter part of the previous decade, and in 2000, remained consistent with the previous year at 37 majors. Additionally, although the number of graduates has declined annually since AY 1995-96, in AY 2000-01, the number of graduates revived to 5—a 400% increase over the previous year and a level meeting MHEC's minimum criterion.

Because the Bachelor of Arts in Music is a component of Salisbury University's focus of preparing liberally educated undergraduate students, and is vital to the University's mission to respond to the educational and cultural needs of the region and state, the University recommends an exemption based upon mission centrality.

Name of Institution: **UNIVERSITY OF MARYLAND, COLLEGE PARK**

| Identified Low Demand Program: Title and Degree Level | Recommend Discontinuance | Mission Centrality | Quality of Graduates | Seeking Exemption: Category (please check) | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Access | Appropriate Duplication | Economic Development | Cost Factors | General Exemption Liberal Arts (≤ 5) |
| 1) HEGIS 130601: Bachelors Program in **Nutritional Science** | | | | X | | | X | |
| 2) HEGIS 011300: Doctoral Program in **Food Science** | | | | X | | X | | |
| 3) HEGIS 122000: Doctoral Program in **Hearing and Speech Sciences** | | | | X | | | X | |
| 4) HEGIS 229902: Doctoral Program in **Policy Sciences** | No Action Required | | | | | | | |
| 5) | | | | | | | | |
| 6) | | | | | | | | |
| 7) | | | | | | | | |
| 8) | | | | | | | | |
| 9) | | | | | | | | |
| 10) | | | | | | | | |
| 11) | | | | | | | | |
| 12) | | | | | | | | |
| 13) | | | | | | | | |
| 14) | | | | | | | | |
| 15) | | | | | | | | |

*Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.*

Signature of President or Designee: _____

Institution: **UNIVERSITY OF MARYLAND, COLLEGE PARK**

Degree Level: **Bachelors**

HEGIS Code and Program Title: **HEGIS 1306.01_____Nutritional Science**

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*Check One:* **No Action Required; See below.**

❑ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

_____.
    *(Date of Discontinuance)*

We are seeking an exemption for this program on the following grounds:
❑ Centrality to Mission
❑ Quality of Graduates
☒ Access
❑ Appropriate Duplication
❑ Contribution to Economic Development
☒ Cost Factors
❑ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

1. Cost Factors:    The unit offering this program also offers bachelor's programs in Dietetics (preparing students for a career as a Registered Dietition) and in Food Science (preparing students for careers in the food industry and in Food Safety.) These programs average about forty graduates a year between them. All but one of the Nutrition courses required or recommended in the Nutritional Science program are required also for the Dietetics program, the Food Science program, or both. Other required courses in Nutritional Sciences are science courses (Chemistry, Biochemistry, BioSciences, Biometrics) also required in a number of other programs. Thus there is little or no additional cost to maintaining the bachelors program in Nutritional Science. See the attached page from the Undergraduate Catalog that lists the requirements for the three programs.

2. Access:    The Nutritional Science program emphasizes the physical and biological sciences in relation to nutrition and the development of laboratory skills in these areas. Students in this major frequently go on to graduate school or medical school. This program provides an opportunity for students motivated to pursue a research or medical career who also have a strong interest in nutrition. There were thirteen graduates in the three years under review. There will be fifteen listed in the three years including FY2001.

## Program Requirements

### I. Dietetics

**a. Major Subject Courses**
NFSC 100—Elements of Nutrition ........................3
NFSC 112—Food Science and Technology (Spring only) ........................3
NFSC 250—Science of Food........................4
NFSC 315—Nutrition During the Life Cycle (Spring only) ........................3
NFSC 350—Food Service Operations........................5
NFSC 380—Nutritional Assessment (Fall only) ........................3
NFSC 440—Advanced Human Nutrition ........................4
NFSC 460—Medical Nutrition Therapy ........................4
NFSC 470—Community Nutrition (Spring only) ........................3
NFSC 491—Issues and Problems in Dietetics (Spring only)
(CORE capstone) ........................3
**Subtotal** ........................**35**

**b. Supporting Courses**
MATH 113—Elementary Algebra OR
MATH 115—Precalculus. ........................3
CHEM 103—General Chemistry I. ........................4
CHEM 113—General Chemistry II ........................4
CHEM 233—Organic Chemistry I........................4
CHEM 243—Organic Chemistry II........................4
BSCI 105—Principles of Biology I. ........................4
BSCI 230—Cell Biology and Physiology ........................4
BSCI 440—Mammalian Physiology ........................4
BSCI 223—General Microbiology ........................4
SOCY 100—Introduction to Sociology. ........................3
PSYC 100—Introduction to Psychology ........................3
EDMS 451—Introduction to Educational Statistics OR
BIOM 301—Introduction to Biometrics ........................3
BCHM 461—Biochemistry I ........................3
BCHM 462—Biochemistry II........................3
ENGL 101—Introduction to Writing. ........................3
ENGL 393—Technical Writing or ENGL 391—Adv. Composition ........................3
BMGT 360—Human Resource Management........................3
BMGT 364 Management and Organization Theory........................3
Additional CORE program courses ........................18
Restricted Electives. ........................2
Electives ........................3
**Subtotal** ........................**85**
**TOTAL CREDITS** ........................**120**

### II. Food Science

**a. Major Subject Courses**
NFSC 100—Elements of Nutrition. ........................3
NFSC 112—Food Science and Technology (Spring only) ........................3
NFSC 250—Science of Food. ........................4
NFSC 398—Seminar. ........................1
NFSC 412—Principles of Food Processing. ........................4
NFSC 421—Food Chemistry ........................3
NFSC 422—Food Product Research and Development
(CORE capstone) ........................3
NFSC 423—Food Chemistry Laboratory........................2
NFSC 430—Food Microbiology. ........................2
NFSC 431—Food Quality Control ........................4
NFSC 434—Food Microbiology Laboratory ........................2
NFSC 450—Food and Nutrient Analysis ........................3
**Subtotal** ........................**34**

**b. Supporting Courses**
MATH 113—Elementary Algebra OR
MATH 115—Precalculus........................3
MATH 220—Elementary Calculus I........................3
MATH 221—Elementary Calculus II ........................3
CHEM 103—General Chemistry I. ........................4
CHEM 113—General Chemistry II ........................4
CHEM 233—Organic Chemistry I........................4
CHEM 243—Organic Chemistry II........................4
BCHM 461—Biochemistry I ........................3
BSCI 105—Principles of Biology I. ........................4
ENBE 414—Mechanics of Food Processing ........................4
BSCI 223—General Microbiology ........................4
PHYS 121—Fundamentals of Physics I. ........................4
ENGL 101—Introduction to Writing. ........................3
ENGL 393—Technical Writing. ........................3
BIOM 301—Introduction to Biometrics ........................3
Additional CORE program requirements. ........................24
Restricted electives. ........................3
Electives ........................6

**Subtotal** ........................**86**
**TOTAL CREDITS** ........................**120**

### III. Nutritional Science

**a. Major Subject Courses**
NFSC 100—Elements of Nutrition. ........................3
NFSC 112—Food Science and Technology (Spring only) ........................3
NFSC 315—Nutrition during the Life Cycle (Spring only) ........................3
NFSC 421—Food Chemistry ........................3
NFSC 440—Advanced Human Nutrition ........................4
NFSC 450—Food and Nutrient Analysis ........................3
NFSC 495—Nutrition Research or CORE Advanced Studies ........................3
**Subtotal** ........................**22**

**b. Supporting Courses**
MATH 113—Elementary Algebra OR
MATH 115—Precalculus ........................3
MATH 220—Elementary Calculus I ........................3
CHEM 103—General Chemistry I ........................4
CHEM 113—General Chemistry II ........................4
CHEM 233—Organic Chemistry I ........................4
CHEM 243—Organic Chemistry II........................4
BSCI 230—Cell Biology and Physiology ........................4
BSCI 440—Mammalian Physiology ........................4
PHYS 121—Fundamentals of Physics I ........................4
BCHM 461—Biochemistry I ........................3
BCHM 462—Biochemistry II ........................3
BCHM 464—Biochemistry Laboratory I ........................2
BCHM 465—Biochemistry III........................3
BSCI 223—General Microbiology ........................4
BIOM 301—Introduction to Biometrics ........................3
ENGL 101—Introduction to Writing ........................3
ENGL 393—Technical Writing ........................3
BSCI 105—Principles of Biology I........................4
BSCI 222—Genetics ........................4
Additional CORE program requirements ........................24
Restricted electives ........................3
Electives ........................5
**Subtotal** ........................**98**
**TOTAL CREDITS** ........................**120**

## Advising

Department advising is mandatory. When planning a course of study, students must consult the Undergraduate Catalog for the year they entered the program and also see an appropriate departmental adviser. Information on advising may be obtained by calling the department office, (301) 405-4520.

## Student Organizations

The NFSC Department has two active undergraduate clubs: the Food and Nutrition (FAN) club and the Food Science club, which sponsor outreach activities and speakers on career-related topics, and participate in a variety of social activities. Call (301) 405-4520 for more information.

Course Codes: NFSC

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## OPERATIONS AND QUALITY MANAGEMENT

For information, consult the Robert H. Smith School of Business entry in chapter 6.

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## PHILOSOPHY (PHIL)

### College of Arts and Humanities
1124 Skinner Building, (301) 405-5689/90

Professor and Chair: Carruthers
Professors: Bub, Cherniak, Darden, Greenspan, Horty, Lesher, Levinson, Martin, Pasch (emeritus), Perkins (emeritus), Rey, Slote, Suppe (emeritus), Svenonius, Wallace (part-time)
Associate Professors: Brown, Celarier (emeritus), Lichtenberg, Manekin, Morreau, Odell, Pietroski, Stairs
Assistant Professors: Kerstein, Washington
Affiliate Professors: Brush, Hornstein

# LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: **UNIVERSITY OF MARYLAND, COLLEGE PARK**

Degree Level: **Doctoral**

HEGIS Code and Program Title: **HEGIS 0113.00**_____**Food Science**

---

*Check One:*

❑ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

_____.
    *(Date of Discontinuance)*

We are seeking an exemption for this program on the following grounds:
❑ Centrality to Mission
❑ Quality of Graduates
☑ Access
❑ Appropriate Duplication
☑ Contribution to Economic Development
❑ Cost Factors
❑ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

1. <u>Access:</u>    This program and the newly approved program being initiated at UMES are the only Ph.D. programs in Food Science in Maryland. Given the importance of the food production and the biotechnology industries in the state it is essential to have such programs available for students who want advanced training in the field.

2. Contribution to Economic Development:

    The Food and Drug Administration is building a major research facility near the University, and has created the Joint Institute for Food Safety and Applied Nutrition in collaboration with the University, in part to facilitate joint research efforts. Faculty, staff, and students in the Food Science program are an important part of this collaboration. Indeed the program has added two new faculty members and a new graduate program director to accommodate this activity.

    The program suffered a lull in activity, but is now being revitalized, partly in response to the advent of JIFSAN. Student numbers are already increasing, with four newly admitted for Fall 2001. There is a significant lag between admissions and degrees, however. One Ph.D. was awarded in FY 2001, and several more are anticipated within the next several years as the program continues to ramp up.

Institution:      **UNIVERSITY OF MARYLAND, COLLEGE PARK**

Degree Level:   **Doctoral**

HEGIS Code and Program Title:   **HEGIS 1220.00_____Hearing and Speech Sciences**

---

*Check One:*

❏   We are **not** seeking an exemption for this program.  We plan to discontinue the program, effective

_____.
      *(Date of Discontinuance)*

We are seeking an exemption for this program on the following grounds:
❏   Centrality to Mission
❏   Quality of Graduates
☑   Access
❏   Appropriate Duplication
❏   Contribution to Economic Development
☑   Cost Factors
❏   General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation.  In some cases, data are required, while in others a narrative argument is appropriate.  Attach additional pages as necessary.)*

1. Access:     This is the only Ph.D. program in Hearing and Speech Sciences in the Maryland, Delaware, Northern Virginia, D.C. region, and its graduates staff many of the other programs offered in this area.  In particular, four of sixteen faculty at Towson University, including the present and former chair, six of twenty faculty at George Washington University, also including the present and former chair, and three of six faculty at the University of the District of Columbia are graduates of this program.  In addition, two recent graduates have very significant leadership positions at the National Institute of Arthritis and Musculoskeletal and Skin Disorders (NIAMS), one as Section Chief in the Speech-Pathology Section, the second as Deputy Director of the Ultrasound Imaging and Oral Pharyngeal Function Laboratory.  There is an acute national shortage of Ph.D. graduates in Hearing and Speech Sciences.

2. Cost Factors:     The program is offered within a unit that also offers very large programs at the bachelor's and master's levels; only a small number of courses are offered specifically for Ph.D. students.  There are ten students currently in the pipeline for receiving the Ph.D., with two degrees expected in FY2002 and two more in FY2003.  Only minimal resources could be recovered by eliminating this degree, and then only after a delay of several years at least, to allow enrolled students time to complete their programs.

     Another factor is that, about two years from now, the national requirement for certification as an audiologist will require training at the doctoral level, where a masters degree has been sufficient until now.  The university is likely to propose a new Ph.D. program in Audiology to accommodate the many practitioners it has already trained at the master's level and new practitioners who will require training in that field.  Because of the overlap of the potential new program and the current one, any activities that might be avoided by closing the current program would nevertheless have to be in place to accommodate the new.

# LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution:    **UNIVERSITY OF MARYLAND, COLLEGE PARK**

Degree Level:   **Doctoral**

HEGIS Code and Program Title:  **HEGIS 2299-02_____Policy Sciences**

---

*Check One:*    **No Action Required; See below.**

❑  We are **not** seeking an exemption for this program.  We plan to discontinue the program, effective

_____
*(Date of Discontinuance)*

We are seeking an exemption for this program on the following grounds:
❑  Centrality to Mission
❑  Quality of Graduates
❑  Access
❑  Appropriate Duplication
❑  Contribution to Economic Development
❑  Cost Factors
❑  General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation.  In some cases, data are required, while in others a narrative argument is appropriate.  Attach additional pages as necessary.)*

1.      Degrees awarded do satisfy the minimum standard, although one degree was not reported to nor recorded by MHEC.  In particular, two Ph.D.s were awarded in FY 1999.  Only one was reported, however, because one degree awarded in May 1999 was not entered into our records until August 28 of that year.  The degrees reported included those entered on or before that August 14.  Once missed, these late entered degrees cannot be captured through a later update.

2.      More significantly, this doctoral program was reenergized about five years ago, and the corresponding surge in degree production is just beginning.  There were no doctoral degrees awarded in FY 2000.  Three have already been awarded in FY01, and two more are expected to be completed during the current summer, to be reported in FY02.

# SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS

Name of Institution: _____ UNIVERSITY OF MARYLAND EASTERN SHORE

| Identified Low Demand Program: Title and Degree Level | Recommend Discontinuance | Seeking Exemption: Category (please check) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Mission Centrality | Quality of Graduates | Access | Appropriate Duplication | Economic Development | Cost Factors | General Exemption Liberal Arts (< 5) |
| 1) English Education (Bachelor's) * | | | | | | | | |
| 2) Social Science Education (B) * | | | | | | | | |
| 3) Biological Education (B) * | | | | | | | | |
| 4) Chemistry Education (B) * | | | | | | | | |
| 5) Mathematics Education (B) * | | | | | | | | |
| 6) Business Education (B) | | | | X | | | | |
| 7) Agriculature Education (B) * | | | | | | | | |
| 8) -154 | | | | | | | | |
| 9) *PLEASE NOTE: The University of Maryland Eastern Shore has requested changes in the HEGIS codes and is currently awaiting MHEC's response. | | | | | | | | |
| 10) | | | | | | | | |
| 11) | | | | | | | | |
| 12) | | | | | | | | |
| 13) | | | | | | | | |
| 14) | | | | | | | | |
| 15) | | | | | | | | |

*Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed, please attach a separate form with necessary documentation to support request for exemption.*

Signature of President or Designee: _____

Institution: ___University of Maryland Eastern Shore___ .

Degree Level: ___Baccalaureate___

HEGIS Code and Program Title: ___080304  English Education___

---

*Check One*:

❑ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

_____.
*(Date of Discontinuance)*

We are seeking an exemption for this program on the following grounds:
❑ Centrality to Mission
❑ Quality of Graduates
❑ Access
❑ Appropriate Duplication
❑ Contribution to Economic Development
❑ Cost Factors
❑ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The University of Maryland has requested changes to the HEGIS codes for Teacher Education Programs and is currently awaiting MHEC's response.

Institution:      The University of Maryland Eastern Shore

Degree Level:      Baccalaureate

HEGIS Code and Program Title:      080307    Social Science Education

---

*Check One:*

❏   We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

_____.
    *(Date of Discontinuance)*

We are seeking an exemption for this program on the following grounds:
❏   Centrality to Mission
❏   Quality of Graduates
❏   Access
❏   Appropriate Duplication
❏   Contribution to Economic Development
❏   Cost Factors
❏   General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

Institution: _____ The University of Maryland Eastern Shore _____

Degree Level: _____ Baccalaureate _____

HEGIS Code and Program Title: _____ 080310  Biological Education _____

---

*Check One:*

❑ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

_____.

(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:
❑ Centrality to Mission
❑ Quality of Graduates
❑ Access
❑ Appropriate Duplication
❑ Contribution to Economic Development
❑ Cost Factors
❑ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

Institution: _____ The University of Maryland Eastern Shore _____

Degree Level: _____ Baccalaureate _____

HEGIS Code and Program Title: _____ 080311 Chemistry Education _____

---

*Check One:*

☐ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

_____.

   *(Date of Discontinuance)*

We are seeking an exemption for this program on the following grounds:
☐ Centrality to Mission
☐ Quality of Graduates
☐ Access
☐ Appropriate Duplication
☐ Contribution to Economic Development
☐ Cost Factors
☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

Institution: _____ The University of Maryland Eastern Shore _____

Degree Level: _____ Baccalaureate _____

HEGIS Code and Program Title: _____ 083300 Mathematics Education _____

---

*Check One:*

❑ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

_____.
     *(Date of Discontinuance)*

We are seeking an exemption for this program on the following grounds:
❑ Centrality to Mission
❑ Quality of Graduates
❑ Access
❑ Appropriate Duplication
❑ Contribution to Economic Development
❑ Cost Factors
❑ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

| | |
|---|---|
| Institution: | The University of Maryland Eastern Shore |
| Degree Level: | Baccalaureate |
| HEGIS Code and Program Title: | 083801   Business Education |

*Check One:*

❏ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

_____.

*(Date of Discontinuance)*

We are seeking an exemption for this program on the following grounds:
❏ Centrality to Mission
❏ Quality of Graduates
☑ Access
❏ Appropriate Duplication
❏ Contribution to Economic Development
❏ Cost Factors
❏ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

UMES offers the only Maryland State Department approved Business Education Program on the Eastern Shore, and the Department of Business, Management and Accounting is placing considerable emphasis on recruiting and providing access to students, particularly non-traditional and career-changing adults, to the program.

It is widely acknowledged that Business Education teachers play a vital role in introducing young people and career-changing adults to the business / management and economics / technology aspects of our State. There is a need to continue producing well-qualified teachers in the Business Education area.

To that end, plans are in progress to work with high school students and guidance counselors and inform them of career opportunities available in business education. In addition, the Department faculty have met with a number of Business Education Alumni who have indicated a willingness to assist the Department in recruiting high ability students into the program.

Moreover, greater emphasis is being placed on increasing students' competencies in computer applications, elementary accounting, and other business functions that are necessary to the business and technology sectors of our economy. The revised curriculum is geared towards providing broad knowledge of the business /management process. Through these efforts and without additional cost, the Department anticipates an increase in enrollment and the awarding of an increasing number of degrees in the near future.

# LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: _____ The University of Maryland Eastern Shore _____

Degree Level: _____ Baccalaureate _____

HEGIS Code and Program Title: _____ 089901 Agriculture Education _____

---

*Check One:*

❑ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

_____.

    *(Date of Discontinuance)*

We are seeking an exemption for this program on the following grounds:
❑ Centrality to Mission
❑ Quality of Graduates
❑ Access
❑ Appropriate Duplication
❑ Contribution to Economic Development
❑ Cost Factors
❑ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

# Morgan State University

## 2001 Response

## regarding

## Low-Productivity Degree Programs
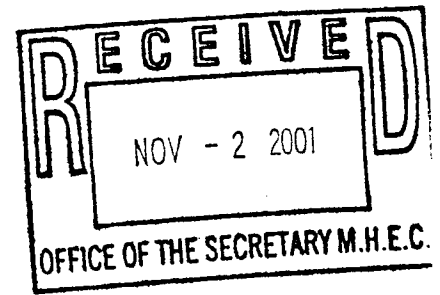
Vice President for Academic Affairs

October 31, 2001

Ms. Karen R. Johnson, J.D.
Secretary of Higher Education
The Maryland Higher Education Commission
16 Francis Street
Annapolis, Maryland 21401-1781

Dear Ms. Johnson:

Low productivity programs were reviewed by our Board of Regents at their August 21 meeting. We are asking that we be allowed to continue to offer the five academic programs, two baccalaureates and three masters, identified as low productivity programs. These programs support our mission and expressed program emphasis. In each case, efforts/strategies to improve program productivity are underway.

### Bachelors Programs

#### *Theater Arts*

Many students participate in the annual theatrical production on campus but do not choose to major in Theater Arts.

Low demand for this program has been due in part to the poor quality of our facilities. However, with the completion of the new fine arts center, we now have state-of-the-art facilities for this program. We expect to see renewed interest in Theater Arts as a major.

#### *Economics*

Enrollment trends and graduation rates indicate that both the undergraduate and graduate programs in Economics are on the decline. Nevertheless, Economics is critical to the liberal arts foundation offered at the University.

The Department of Economics performs a large service function at the University. It provides cross-disciplinary training for all of the students in the Earl G. Graves School of Business and Management where all majors are required to take four courses. Additionally, it provides cross-disciplinary training for all majors in Political Science in the College of Liberal Arts and Social Science elective in the General Education Core. Because of its large service function and its interdisciplinary connections, the department is literally offering the undergraduate and graduate programs without additional cost to the University.

A vacancy created last year has provided the opportunity to search for a new chairperson for the Economics Department. Aggressive, visionary leadership will enable the department to mount initiatives to revitalize the undergraduate and graduate programs and attract new majors.

## Masters Programs

### Music

Although the University has developed and sustained an outstanding choral music program over the last thirty-five years, the majority of the participants are not music majors. There are currently about 100 undergraduate music majors but graduate enrollments have consistently been very small.

The environment for this program has been similar to that described above for the Theater Arts program. With the advent of the new fine arts center and an infusion of additional fiscal and human resources, it is reasonable to expect new interest in this program and an attendant increase in enrollment and in graduation rates.

### Economics

(Comments provided above refer to both undergraduate and graduate programs.)

### International Studies

Enrollment in this program has increased gradually over the last several years; however, the graduation rate has not increased proportionately. It seems that students are taking a longer time in meeting program requirements, especially the foreign language and thesis requirements. The University maintains that these

requirements are essential for the preparation of students in international studies and is working aggressively with them to meet these requirements. New measures have been undertaken to provide assistance for them in meeting the foreign language requirement through the Department of Foreign Languages and through a new program feature that allows them to meet that requirement through university-approved study abroad.

This program, too, has suffered from a leadership crisis. The search for a new chairperson for that department is continuing.

Sincerely,

Clara I. Adams
Vice President for Academic Affairs

Cc:    Dr Earl S. Richardson

Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

## MEMORANDUM

Karen R. Johnson
Secretary of Higher Education

DATE:      January 16, 2002

TO:        Education Policy Committee

FROM:      Karen R. Johnson, J.D.          STAFF:  Ms. Dominique Raymond
                                                   Michael J. Kiphart, Ph.D.

SUBJECT:   Access and Success Multi-Year Grant Program Update

Representatives from Bowie State University, Coppin State College, Morgan State University, and the University of Maryland Eastern Shore will make presentations and discuss the Access and Success Grant-funded retention initiatives on their campuses. The Access and Success program has completed a third year and is entering the fourth year of program implementation. Individual institutional reports are included as a separate combined report entitled, *Access and Success Multi-Year Grant Program: A Plan of Action for Maryland's Historically Black Institutions Final Performance Reports 2001*.

The Access and Success Multi-Year Grant Program was implemented in Fiscal Year 1999 and disbursed $500,000 to each of the State's four historically black institutions (Bowie State University, Coppin State College, Morgan State University, and the University of Maryland Eastern Shore). For Fiscal Year 2000, a total of $2,000,000, $500,000 to each participating institution was disbursed. The Maryland Higher Education Commission requested and received a Grant Program increase of $1,000,000 for Fiscal Year 2001. For the third year of the Program, Fiscal Year 2001, $3,000,000 was budgeted for a disbursement of $750,000 to each of the four participating institutions. For Fiscal Year 2002, $4.5 million was budgeted with each participating institution eligible for $1,125,000.

Many outstanding initiatives and activities have been implemented as a result of the Access and Success funding. These activities will continue into year four with all institutions building on the great strides they have made in implementing their campus-based initiatives and augmenting the achievements made toward the retention and graduation goals of each institution.

**RECOMMENDATION: This item is for information only.**

# ACCESS AND SUCCESS MULTI-YEAR GRANT PROGRAM: A PLAN OF ACTION FOR MARYLAND'S HISTORICALLY BLACK INSTITUTIONS

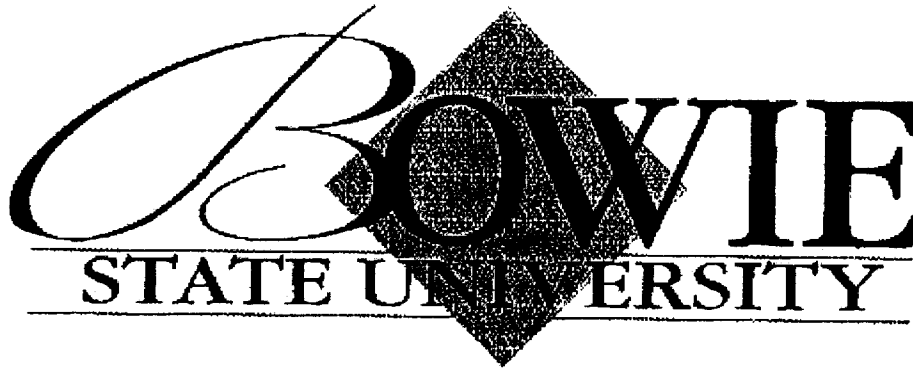# FINAL PERFORMANCE REPORTS 2001

## December 2001

# Table of Contents

# Bowie State University

# Access and Success Multi-Year Grant Program

# Final Performance Report 2001

# ACCESS AND SUCCESS GRANT
# END OF THE YEAR REPORT

Bowie State University continues to revise, enhance, and introduce student retention initiatives *in addition* to those being fully funded by *Access and Success* and to facilitate the academic departments' support of their majors. Specifically, the Provost has mandated that academic departments and academic support units develop strategies for enhanced services and access for undergraduate, graduate, **and** continuing education students; develop marketable programs so that students will not transfer after their first year; implement data collection and reporting, and train faculty per department in the use of more diversified instructional delivery modes, to name a few. More importantly, the Provost has charged each academic department with articulating its retention objective and strategies to support the University's goal of retaining 85% of its annual freshman cohort.

Under its new executive leadership and in keeping with its new enrollment goal, the University has begun to reconfigure some of its divisions, including the Division of Student and Academic Services and the University College of Excellence (UCE). The Division of Student and Academic Services has been reconfigured into Student Affairs, and the services, with the exception of the Honors Program, of the former University College of Excellence have been moved to Student Affairs. Additionally, an Honors College has been established, which includes the Ronald E. McNair Program. In keeping with its goal to significantly increase student retention and to parallel the *Access and Success and MIE Initiatives*, the University has instituted a Center for Student Success and Retention, which is a merger of many of the units under the former University College of Excellence.

The University continues to implement its non-departmental academic support initiatives via three components: the Summer Bridge Program, Center for Student Success and Retention, and Model Institutions for Excellence Program (MIE), a NASA/NSF funded initiative.

**The Summer Bridge Program** has been implemented and in Summer 2001 will serve one hundred and forty (140) students not normally admissible to the University. This represents more than a two hundred percent (200%) increase over the number of Summer 2000 participants. The University's goal is to expand to two hundred (200) students for Summer Bridge 2002, and the MIE Summer Academy will continue to provide a pre-college experience for fifty (50) regularly admitted science, mathematics, and computer science majors. The Summer Bridge Program for conditionally admitted students is being completely redesigned, and additional funding is being sought to ensure that this will become a mandatory experience for identified students who desire to enroll at the University but who do not initially meet all of the admission criteria.

The MIE Summer Academy is designed as a *jump-start* to prepare students for the rigors of college life and strengthen their mathematical and computer skills and learning abilities. Such students have been admitted to the University and have declared (or are considering) a major in the sciences, engineering, or mathematics (SEM). This six-week program offers students instruction in *basic* mathematics **or** *advanced* mathematics, depending on the students' placement scores, and Computer Literacy and Applications, a University emerging issues course for which they receive three general education credits. Additionally, the students receive three (3) credits for Freshman Seminar. All of the students are assigned a peer mentor who has no more than nine students. The retention rates for the 1997–2000 participants, compared with the regular cohorts, reflect the program's success:

> 1997 Summer Academy SEM Cohort: Spring 1998 Retention Rate: 94.59%
> 1997 Non-Summer SEM Cohort: Spring 1998 Retention Rate: 73.17%
> 1997 Summer Academy SEM Cohort 1$^{st}$ Year Retention Rate: 86.49%
> 1997 Non-Summer SEM Cohort 1$^{st}$ Year Retention Rate: 68.29%
> 1997 Summer Academy SEM Cohort: Spring 2000 Retention Rate: 53%
> 1997 Non-Summer SEM Cohort: Spring 2000 Retention Rate: 59%
> 1998 Summer Academy SEM Cohort: Spring 1998 Retention Rate: 90.70%
> 1998 Non-Summer SEM Cohort: Spring 1998 Retention Rate: 87.65%
> 1998 Summer Academy SEM cohort: Spring 1999 Retention Rate: 86%
> 1998 Non-Summer SEM Cohort: Spring 1999 Retention Rate: 70%
> 1998 Summer Academy SEM Cohort: spring 2000 Retention Rate: 69%
> 1998 Non-summer SEM Cohort: Spring 2000 Retention Rate: 47%
> 1999 Summer Academy SEM Cohort: Spring 2000 Retention Rate: 100%
> 2000 Summer SEM Cohort: Spring 2000 Retention Rate: 79%

**The Center for Student Success and Retention** has been established and is housed in the new Center for Learning and Technology, in the center of student activity. It is designed to provide students support services that facilitate academic success and retention, with a focus on conditions that enhance student learning during their first year of matriculation at Bowie State University. The Center reports directly to the Vice President for Student Affairs and will serve as the conduit for all non-department retention initiatives, in addition to enhancing the program components listed below.

**The Academic Advisement Component** currently serves all freshmen, transfer students with fewer than thirty credits, and probationary students and serves as the link with the faculty via a monitoring of the freshmen's academic progress. However, the University is considering reversing its model for academic advisement; that is, the University is considering returning academic advisement for all but the undeclared major and probationary students to the academic departments and instituting *student mentoring* via the Center for Student Success and Retention, in keeping with the University's objective to reduce the Fall 2001 undeclared cohort by sixty percent (60%) by Fall 2002. Student mentoring will focus on guiding the students in every aspect of their personal and professional development outside the classroom. This component will be renamed **Freshman and Sophomore Mentoring**.

**Freshman Seminar** is a three-credit experience designed to provide all freshmen and transfer students (with fewer than 12 transferable credits) academic and social skills and experiences, including a community service project that will enable them to increase their chances of academic and personal success.

- Linked to Freshman Seminar is **Peering Mentoring**, provided by upperclassmen who serve as the liaison between the Professor of Freshman Seminar and the student and who conduct small group motivational and study sessions for identified students.

- Linked as the literary stimulus is the **Reading Circle**, mandatory for the successful completion of Freshman Seminar.

**Student Support Services** is a federally funded program designed to retain and graduate first-generation, low-income U.S. citizens and/or disabled students who have been admitted to the University. The Program provides non-credit tutorials, learning skills, writing skills, and counseling workshops throughout the year. Approximately, two hundred (200) students were served during AY2000-2001.

Additionally, the ADA Laboratory and special services for disabled students, the Personal and Social Counseling Unit, and the Tutorials implemented in Spring 2001 have been incorporated into the Center for Student Success and Retention.

**The MIE Initiative** is designed specifically to serve the Science, Engineering, and Mathematics (SEM) students and, thereby, validate a retention model, which can be institutionalized for the general student population. In addition to the Summer Academy, MIE has implemented a seven-part retention model: SEM Tutoring and Resource Center; Safety Net Program; Fellowship Program; Internship Program, Computer Colloquium, and Part-time Assistantship Program. The MIE model is based on extensive research and attempts a total response to the student, including the objectives of: enhancing the faculty/student interactions via the research fellowships; attempting to provide *meaningful* on-campus work experiences (and thereby linking the students more directly with their departments and reducing the distractions often associated with off-campus employment), and providing exceptional career explorations.

The University's Tutorials will incorporate the electronic monitoring and reporting system used by MIE, and the School Retention Coordinators have recommended implementing MIE's *Safety Net Program* for the general freshman and sophomore populations.

## NEW AND EXPANDED RETENTION INITIATIVES VIA ACCESS AND SUCCESS FUNDING

The University's programmatic allocation of its *ACCESS and SUCCESS* funds continues to be made in keeping with its cognizance of the impact of **all** aspects of campus life on retention, including pre-matriculation development, mentoring, effective academic advisement, tutorial support, student satisfaction with effective and efficient delivery of services and a cutting edge faculty. Moreover, the University knows that in order to address the gaps in its retention efforts, it must be able to generate data more efficiently and to more effectively assess these efforts. Thus, the University initially proposed to use the *Access and Success* funding to enhance its academic and academic support services and technological infrastructure and to establish a vehicle for the continual engagement of faculty in the most recent teaching pedagogy and research on student performance and its staff in customer service strategies for effective delivery of services. In addition to the objectives articulated for the two initiatives based on the anticipated FY2001 funding, the University has been able to achieve *additional ones* via the approved spending of its FY2000 unexpended funds. Currently, the University's *Access and Success* activities fall into one of three initiatives: Enhancement of the Delivery of Services via Technology; Enhancement and/or Establishment of Academic Support Services; and Transformation of the Teaching and Learning Process and Customer Services.

## ENHANCEMENT OF THE DELIVERY OF SERVICES VIA TECHNOLOGY

### OBJECTIVES:

1. To enhance the academic advisement process to ensure 100% accuracy and accessibility to faculty and students.

2. To facilitate units' capability of generating 100% of student data needed to document proposed outcomes.

3. To develop front-end software applications to increase by 100% the efficiency of operation in the admissions and financial aid award processes.

❑ **REGIS** provides a comprehensive set of front-end modules that allow academic and administrative offices as well as faculty to directly access student information. Two modules directly related to student retention and graduation are: the *Academic Advisement Package* (AAP) and the *Degree Audit.* Both modules were substantially enhanced during AY 2000-2001. All academic departments have direct access and are able to print AAPs for their respective majors. Faculty advisors also have direct access and can print or view AAPs online. All REGIS database processing has been moved

from Microsoft Access to Sql Server to provide a more robust and stable database environment.

The AAPs have a direct and indirect impact on retention. By properly guiding students to take courses that fulfill degree requirements, the AAP reduces the number of unnecessary courses taken by students, thereby decreasing the cost and time of acquiring a degree. By eliminating the time-consuming task of manually determining which courses to take, the AAP allows advisors more "quality" time to mentor and focus on the non-discretionary aspects of advising. *Graduate Program Status* sheets were automated during AY2000-2001, and profiles were printed for all enrolled graduate students and provided to Deans and program coordinators. Regis Online has been completed, which allows students direct WEB access to their AAPs and other academic information.

The *Degree Audit* was substantially enhanced with REGIS III. The 2001 Commencement Program listing was printed with a click of the mouse; diplomas ordered with a click of the mouse, and missing rosters identified/printed with a click of the mouse. After final grades were entered, the time to process students' eligibility for graduation and for academic honors took just *12 seconds*!

**REGIS** provides several other modules that provide a "technology foundation" for improving and monitoring retention efforts. The *Retention Module* provides point-and-click determination of overall retention rates and, more importantly, retention by major and by high school GPA and SATs. *Course Query* allows departments to view course load and grade distribution information. Courses in which students are having difficulty can be readily determined with the click of a mouse. *FaView*, *FaReports*, *FaPell* and *FaDirectLoan* provide tools for more efficient and effective processing of financial aid awards, a necessary component of affordability for many students. Throughout the year, both group and individual training sessions were provided to faculty and staff.

Number of Students Served: **REGIS** serves all degree-seeking undergraduates and graduate students [per status sheets provided to program coordinators]. For both the Fall and Spring semesters, approximately five thousand (5,000) students were served.

Number of Faculty/Staff Served: During AY 2000-2001, approximately two hundred (200) faculty and staff were provided direct access to REGIS modules, as appropriate.

❑ **The Enrollment Services Coordinator** was hired on January 31, 2001, approximately six (6) months later than anticipated, to oversee the functionality of the automated systems of the unit. The objective of this position was to improve our retention effort through maximizing our operational efficiency, thereby resulting in improved customer service, increased access, and more timely communication with customers, enhanced program delivery to ensure continued funding, and a stronger infrastructure to facilitate the transition to PeopleSoft Technologies for a future student information system. The Financial Aid area was designated as the priority department in the unit for immediate impact on the institutional retention rate. The following activities and outcomes have been accomplished or are in progress through 6/30/01.

•Assistance with the implementation of the automated packaging (PARS) and missing document packages. **Outcome**: Over 1,700 financial aid recipients have received their financial aid awards as of 6/12/01. In comparison, initial awards were not sent out last year until the end of July. Timely notification of financial aid award is a key factor in retention.

•Management of automated resources (hardware/software) for financial aid staff. **Outcome**: The Financial Aid Staff has received significant support in set-up of new personal computers, increased access to the Electronic Data Exchange (EDE) Network, and mainframe and personal computer training. In addition, efforts have begun to incorporate the PeopleSoft Technology training into the day-to-day operation. Customer access and staff technical and functional expertise were enhanced as a result of this effort.

•Reconciliation of Federal Pell Grant and Direct Loan Programs. **Outcome**: As a result of this effort, the largest federal grant and loan programs (totaling over $10 million dollars to over 2,000 students) will be balanced by the end of the fiscal year. The timely and accurate reconciliation of funds is a key factor in retention in that it is essential in providing financial assistance to students and ensuring future funding from the Department of Education.

•Development and implementation of electronic linkage to the State Scholarship Board. **Outcome**: As a result of this effort, financial aid award packages can be delivered with State Scholarship award information, thereby resulting in a more comprehensive award providing greater assistance with educational costs. To date, over 1,700 packages have been mailed. Historically, thirty-five percent (35%) of our population receives some type of assistance from the State. Timely and complete notification of financial aid packages is a key factor in retention.

•Oversight of data reconstruction for Electronic Data Exchange (EDE). **Outcome**: As a result of this effort, electronic data is being restored for 1998-2001. Initial efforts have already taken place that have resulted in over six hundred (600) students receiving financial aid refunds within two (2) weeks of the close of the enrollment period (the earliest in the history of the operation). In addition, direct loans were reconciled for two (2) previous award years, resulting in maintenance of our excellent compliance record and ensuring continued future funding.

In summary, the MHEC funding for the Enrollment Services Coordinator has been essential in significantly improving the customer service aspect of the Financial Aid Office. Customer complaints have been reduced significantly due to enhanced access, reduced response time, and timely and accurate notifications and refunds. Compliance has been improved through timely and accurate program reconciliation. Finally, staff training has been enhanced to ensure knowledgeable service and a seamless transition to the PeopleSoft Technology.

❏ **FACULTY AND STAFF COMPUTER ACCESS ENHANCEMENT**

To enhance the off-site recruiters' capability to immediately admit high ability students and to increase the recruiters' overall off-campus access to program information, the University purchased six (6) laptops. To provide each faculty member with at least the basic tool with which to experiment with web-enhanced courses, the University either replaced outdated or provided first-time computers to twenty-four (24) faculty in the Schools of Education and Professional Studies and Arts and Sciences.

# ENHANCEMENT AND/OR ESTABLISHMENT OF ACADEMIC SUPPORT SERVICES

# OBJECTIVES:

1.  To have upgraded and/or increased the number of and student access to high quality technologically supported instructional laboratories by 100% for the identified programs by June 30.

2.  To continue to upgrade the ADA Laboratory to provide 100% support for faculty instructing students with disabilities.

3.  To enhance each School's ability to monitor academic advisement, implementation, and monitoring.

4.  To enhance each School's capability to monitor its retention strategies, including the compiling and analysis of student data.

❏ **COMPUTERIZED WRITING CENTER** (CWC). The Center received *Access and Success* funding primarily for support staff and upgraded computers. Throughout AY 2000-2001, 4,149 students used the Writing Center as a resource (see figures 1 and 2). Each English Composition instructor introduced his/her students--total attendance is nine hundred and thirty-three (933) students-- to the Writing Center through class orientations or Internet researches hosted by the Writing Center staff. The Writing Center staff gave two hundred and forty-four (244) consultations to students who needed individualized writing instruction and/or tutoring.

**Months of Operation**

|  | Consultations given | Class Orientations | Lab Attendance |
|---|---|---|---|
| September | 18 | 156 | 404 |
| October | 33 | 330 | 861 |
| November | 24 | 41 | 540 |
| December | 10 | 0 | 293 |
| February | 49 | 238 | 713 |
| March | 49 | 146 | 661 |

| | | | |
|---|---|---|---|
| April | 43 | 22 | 408 |
| May | 18 | 0 | 269 |
| **Totals** | 244 | 933 | 4149 |

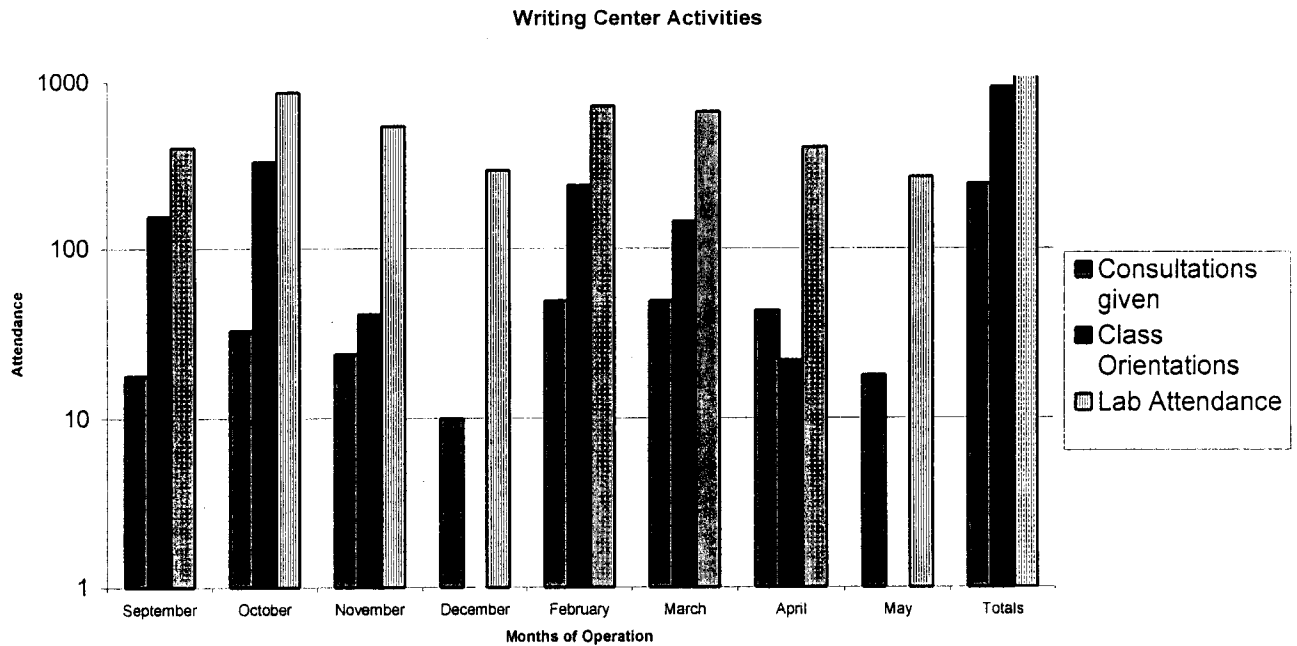Figure 1- Writing Center Activities

**Writing Center Activities**



Figure 2

●Workshops
The Writing Center conducted four (4) workshops: one in two parts for help with the English Proficiency Exam (EPE) and two research writing workshops, using the Modern Language Association (MLA) and American Psychological Association (APA) styles for research paper documentation.

●Special Populations
The Writing Center expanded its services to some special populations-- ESL students and a student with Cerebral Palsy.

●Outcomes
The CWC's records indicate that during Spring 2001, seventy-two percent (72%) of the students who visited the CWC for individualized instruction on how to successfully pass the EPE passed the exam. The CWC's records also indicate that over fifty percent (50%) of the students noted above were ESL students who had previously taken and failed the exam. Astoundingly, eighty percent (80%) of the ESL students who received individualized instruction from the CWC passed the EPE exam.

❑ **THE RESOURCE CENTER** is an ADA Laboratory that houses seventeen (17) computers and various types of adaptive equipment for students with disabilities. Among these are *JAWS for Windows and NT, Dragon Dictate, Adapted Keyboards, EZ Magnifiers, DecTalk Express Voice Synthesizer, Tactile Image Enhancer, Scanner, Romeo Braille Printer, and Comet Auditory Assistance Kit, textHelp, Kurzweil 3000 Scan/Read Upgrade 4.0, Inspiration 6.0, Aurora 3 for Windows, Magic 6.2, TGD TAGW Tactile Graphic System and tactile paper, Writing Series S4WWRXS and Intermediate Mathematics Series S4MWRIS.* Access and Success were used to purchase the majority of the software and equipment in the Center, and *Access and Success* funds continue to support the Coordinator of the Center. The Resource Center is used for all students who have disabilities and need special accommodations in order to succeed, such as tutoring and examination proctoring.

The Office of Special Populations observed early in the fall semester that restricting the Resource Center to students with disabilities was counterproductive because it tended to isolate those students who have disabilities, and, consequently, they generally tended to shy away from using the Center. Therefore, the Office of Special Populations opened the Center up to the general student body, resulting in increased use by students who have disabilities: an increase from an average of seven (7) students per week to an average of twenty-five (25) per week.

•Annual Faculty Seminar
In August, the Office of Special Populations participated in the Annual Faculty Seminar. Approximately twenty-five (25) faculty members participated in the seminar.
**Outcome**: Reports indicate that the Seminar provided a great deal of insight into the faculty members' understanding of the law and the issues that impact students with disabilities. The assessment of the faculty's understanding of the law has not yet been analyzed.

•President's Committee on Employment of People with Disabilities Work Recruitment Program for College Students with Disabilities
The Office of Special Populations hosted the President's Committee on Employment of People with Disabilities where eleven (11) Bowie State University students and one (1) St. Mary's College student participated in the program. The students were interviewed for employment opportunities that will support them while they are in school and forge career opportunities that are consistent with their educational pursuits. The students utilized the Resource Center to prepare their applications and resumes for the interviews.
**Outcome:** Two (2) students were employed, and one (1) student was offered a position that he chose not to accept.

•Heightened Disability Awareness
During AY2000-2001, various tours were provided for Staff, Faculty and Students in an effort to educate the University Community on the services provided by the Office of Special Populations for Students who have disabilities. The more formal tours that the Office provided were: Disability Awareness Day, the IDEA Institute's "Partnering to Build A Brighter Future," and the United Cerebral Palsy Foundation.

•<u>Resource Center Accommodations</u>
From October 2000 through June 2001, the Center accommodated eight (8) students who needed special computers to take the Comprehensive Examination and the English Proficiency Examination, respectively.

•<u>General Academic Support</u>
**Outcomes:**
⇒A Blind student who utilized the Resource Center successfully completed a Master of Science in Computer Science, graduating in Winter 2000.

⇒A student who has Cerebral Palsy and is unable to utilize his hands or speak effectively continues to utilize the Resource Center. Presently he is preparing for the English Proficiency Examination, receiving lessons in the Resource Center from a writing specialist from the English Department. He is able to connect his keyboard to a computer in the Resource Center and write his papers as well as do class-work for other classes.

⇒A student who has use of one hand utilizes the Datalux keyboard, which is a compressed keyboard that allows him a smaller area for typing.

⇒A student who has dyslexia has been able to utilize the *Text Help Read and Write Program* to write and arrange papers for her English Class, allowing her to recognize words via sound that she is unable to comprehend visually.

⇒Another student who has dyslexia utilized the Resource Center during the school year to successfully pass the English Proficiency Examination and succeeded at obtaining her BS degree in May 2001.

⇒A student who has retention problems as a result of short-term memory loss uses the Resource Center to organize information in preparation for examinations and presentations.

These are just a few students who have demonstrated success as a result of frequent use of the Resource Center. There are many other students with disabilities who make use of the Resource Center and are successful. The Resource Center has gained some popularity in the past year, and this has been helpful in terms of interaction between students who have disabilities and those who do not.

❑ **COMPUTER GRAPHICS AND DIGITAL IMAGING LABORATORY (CGDIL).**
Initially, *Access and Success* funds were used to upgrade the computers in the CGDIL, and, subsequently,
funds have been provided to support a Student Assistant to operate the CGDIL. The Laboratory Assistant provides services to the instructors conducting classes in the CGDIL and for students working on projects during non-class time. This was one of the University's initiatives to ensure state-of-the art resources for student learning.

The CGDIL provides services for five (4) computer graphics and one (1) desktop publishing class each semester as well as for students who are doing independent study. The CGDIL is open from 9:00 A.M. to 5:00 P.M. Monday through Friday and Wednesday evenings from 5:00 to 8:30 P.M. During open lab hours, the Laboratory Assistant supervises the lab and assists students with software, hardware, and execution problems. This year, more than two hundred (200) students were supported by the CGDIL in formal classes and approximately twenty-five (25) in various other capacities.

Due to the great interest in computer graphics and digital imaging, the CGDIL Assistant provides a much needed service for students, faculty, and staff who are interested in doing projects involving digital imaging and visualization which they can not do any where else on campus. Without the support of the Laboratory Assistant, the current level of faculty support and direct student services would have been drastically reduced.

❑ **LANGUAGE LABORATORY**. Initially in response to students' complaints about lack of access to the Language Laboratory beyond classroom instructional hours, *Access and Success funds* were used to support tutors to both operate the Laboratory and provide learning assistance.

*Access and Success Funding* enabled the Language Laboratory to operate longer hours from October 2, 2000 to MAY 15, 2001. Four (4) tutors worked a total of forty-six (46) hours a week, including Saturdays. Two hundred and sixty (260) students had access to tapes and videos in preparation for homework and examinations.

The Laboratory was closed for the Winter Break and reopened February 14, 2001. From February 17 to May 15, 200, 1 the Laboratory opened for thirty-three (33) hours a week, including Saturdays. Four (4) student tutors worked weekly with one hundred and seventy-four (174) students. The students had access to the tapes and videos to prepare homework and for examinations, and the tutors assisted the students with clarification of class discussions, the laboratory manual, the textbook, and/or homework. The tutors also maintained a log of laboratory use and checked the functioning of all laboratory hardware, reporting any malfunctioning of equipment to the Professor responsible for monitoring the Laboratory. The Language Laboratory is scheduled for a complete overhaul during AY2001-2002. With support from *Access and* Success, the Laboratory will be converted into a state-of-the-art networked interactive learning facility.

❑ **COMPUTERIZED READING CLASSROOM**. Phase I of this initiative was begun in Spring 2001, with the articulation of the objectives, acquisition of security for the converted classroom, and purchase of the hardware. Phase II of this initiative will be completed in Summer 2001, with the purchase of the software, and implementation will take place in Fall 2001.

❑ **COMPUTERIZED BUSINESS LABORATORY**. This initiative was implemented with 100% *Access and Success* funding. Two classrooms were merged, and twenty-six (26) computers were networked with the latest version of application programs in order

to provide the Business Department with the means by which to ensure student readiness for the changing technology in the world of business. Subsequent to the installation of hardware and software, the University has used *Access and Success* funding to support student assistants to monitor the facility.

The Laboratory is an open support facility for primarily business students and faculty. With the aid of the faculty and Office of Information Technology (OIT), the Laboratory has been able to under-gird student learning with the most current software programs in today's job environment, provide a stimulating learning environment for both students and faculty, and provide instant access to the vast resources provided by the Internet.

Activities that normally take place in the Business lab include:

1. Classes
2. Presentations (Multi-media)
3. Seminars
4. Research
5. Increased opportunity for practical demonstration of concepts discussed in class, which lead to deeper understanding of those topics by students.
5. Hands-on training that enables students to acquire practical skills in various aspects of information technology.

❑ **PHYSICS LABORATORY**. The Department of Natural Sciences received *Access and Success* funds to upgrade/improve the equipment used in Physics I and II laboratories. This upgraded equipment has enabled the Department to increase student enrollment in each laboratory section from twelve (12) to sixteen (16). This increase in enrollment has, to some degree, reduced the number of students having to wait an extra semester before being able to take the course and/or take the course at the same time content information is being presented. This enhancement should enable the Department to better serve the general student population, pending completion of the new Science Building.

❑ **ELECTRONIC MUSIC LABORATORY**. The Department of Fine and Performing Arts recently received approval for a concentration in Music Technology. This Concentration was approved by the University and will begin in the Fall of 2001 as a B.A. Degree in Fine Arts with a concentration in Music Technology. The Concentration will provide students with knowledge, skills, and a portfolio that will reflect a mastery of contemporary synthesis and multi-media production systems. The curriculum provided through this concentration also will be made available to the generalist with an interest in Music and Studio Production. The *Access and Success* funding contributed to the establishment of a state-of-the-art Laboratory to serve as an incubator for the experimentation of this musical concept and to identify the specific areas in the music market that this program would fill, as noted below:

- exploration of the physical properties of analog and digital sound devices;
- operation of the various systems of electronic keyboards and devices;
- electronic musical composition and arranging;

- multi-media projects for web sites and other musical presentations, and business of music and industry standards.

❑ **COMPUTER TECHNOLOGY LABORATORY**. With funds from the FY2000 carryover, twenty-four (24) computers were purchased for the Department of Computer Science to establish two computer technology classroom/laboratories. These laboratories were set up at the beginning of the Spring 2001 Semester and have enabled the computer technology majors to implement applications in visual basic, NT server, java, ctt, etc. The facilities were accessible from 8:00 A.M. until 10:05 P.M. Without these facilities, approximately two hundred and sixty-four (264) computer technology students would not have been able to apply the theory, which they learn in the classroom setting.

❑ **CENTER FOR STUDENT SUCCESS AND RETENTION**. **Tutorials.** In keeping with the MIE academic support model for Science, Engineering, and Mathematics majors, the University incorporated a tutorial component in the design of the Center for Student Success and Retention, implemented in Fall 2001. The tutorial component was conceived as a major intervention strategy for probationary and other identified at-risk freshmen and sophomores. The tutorial component was not implemented until the middle of Spring 2001, with initial funding via *Access and Success* for the purchase of six (6) computers and the hiring of tutors in support of this initiative. **Outcomes:**

⇒Approximately one hundred (100) students took their placement test on these computers.

⇒All one hundred (100) students enrolled in the University. Academic support programs were enhanced technologically.

⇒Student attendance at workshops increased by 15% over last year's. The greater the number of students receiving academic support the greater the retention rate.

⇒Students used computers for research, power point presentations, word processing papers, etc. Hence, greater student satisfaction increases retention.

⇒Eleven (11) tutors were hired and provided individualized instruction for forty (40) freshmen. One (1) student received twenty-six (26) tutorial hours in Biology; as a result he earned a final grade of a B in his Biology class. While not receiving scores quite as high, all of the other students realized improved test scores. Improved academic performance yields higher retention rates.

**Academic Counselor**. The University continued to use *Access and Success* funds to support one (1) full-time Academic Counselor in the Center. The following activities were conducted by this support staff.

⇒Assisted with administering placement testing.   **Outcome**: From Summer 2001 through February 2001, SSRC administered Placement Testing to approximately six hundred (600) students.   One hundred percent (100%) of these students matriculated at the University in Fall 2000.   Students who take the placement test in a timely fashion are more apt to enroll in the University.

⇒Advised students and taught a Freshman Seminar course. **Outcome**: Ninety-five percent (95%) of the students enrolled in Freshman Seminar returned Spring 2001.

⇒Advised probationary students.   **Outcome**: Sixty percent (60%) of these students raised their GPAs.

⇒Assisted with the planning and implementation of SSRC's academic support Programs. **Outcome**:  Each workshop averaged fifteen (15) students.

⇒Assisted with the supervision of SSRC's Tutorial Center, which was established Spring Semester 2001. **Outcome**:  Tutors were hired and trained.   Tutees' test scores improved.

❑ **SCHOOL RETENTION COORDINATORS**.   Two Retention Coordinators were hired during Spring 2001 for the School of Arts and Sciences and School of Education and Professional Studies, respectively.   Although the Retention Coordinators, the Director of the Center for Student Success and Retention, the Honors Mentor, and the MIE Coordinator of Academic support have been charged with implementing uniform strategies by which the University can reduce attrition by 50%, initially, the School Retention Coordinators completed individual tasks during the Spring Semester in keeping with the objectives of the individual Schools. These outcomes/accomplishments are detailed below.

- In collaboration with the Director of the Center for Student Success and Retention, the MIE Coordinator of Academic Support, and the University's ACE Fellow, implemented a very successful and stimulating University Retention Retreat on Saturday, April 21  (see attachment).
- Developed a School-wide retention plan that includes tracking student demographic characteristics, student enrollment flow, and satisfaction with support services. The results will identify the primary basis for non-matriculation, thus providing a vehicle by which appropriate programs may be instituted. The plan will be implemented in Fall 2001.
- Developed a plan for student record-keeping designed to ensure uniformity and accuracy in academic advising, thereby decreasing the possibility of misdirecting and, consequently, discouraging students.
- Implemented a partnership with Bowie High School as a recruitment tool to acquaint and involve the students and staff with the academic programs and activities offered at Bowie State University, to foster goodwill, and to groom students for enrollment at Bowie State University.
- Reviewed the pass/fail rate of the English Proficiency Examination and its impact on student success.

- Completed indicators for student attrition.
- Developed strategies for intervention with students on academic warning and who exhibit signs of "high risk."
- Designed a School Freshman assessment instrument for student expectations and experiences at the University.
- Analyzed student data per School.

❑ **HONORS PROGRAM MENTOR.** *Access and Success* funded the hiring of an Honors Mentor for students in the Honors Program. The Honors Mentor began her duties on November 27, 2000. Strategies implemented to retain students include, but are not limited to, providing on-going personal and educational counseling; one-on-one coaching for various scholarship, internship, and employment opportunities; facilitating educational and personal growth workshops; and forming mentoring groups.

**Outcomes:** During the 2001 funding cycle, the Honors Mentor maintained accommodating office hours to facilitate individual counseling as needed. Honors students received support in applying for various internships and employment positions within and outside the University. Educational and professional workshops were held semi-monthly in the residence hall for honors students, but were open to honors and non-honors students, both residential and commuters.

The formulation of two mentoring groups within the Honors Program has allowed the Honors Mentor to intensely mentor students who are interested in pursuing graduate and/or professional school, who wish to apply for prestigious scholarships for graduate study, and who may need support with personal growth and development as they pursue the previously mentioned goals. Students comprising the mentoring groups were selected based on grade point average, level of participation in honors activities, membership in honor societies, submission of a resume', and a subsequent interview. The eleven (11) students meet individually with the mentor once a month and collectively once a month. The Honors Mentor used both technology (e-mail) and a newsletter to communicate with the groups.

Nine (9) of the eleven (11) students in the mentoring groups received summer internships or employment. They communicate their progress by e-mail or telephone. Additionally, the Honors Mentor has been able to contribute to the retention of students by holistic mentoring. Approximately seventy percent (70%) of the honors students are serviced through the mentor's co-advising of the Honors Student Organization (HSO), which meets once a month. Approximately one hundred (100) students (50% of the membership) in the program accessed the mentor during office hours, via the Internet and/or telephone since November 2000.

The Honors Mentor served on a University-wide ad hoc committee to plan a Retention Retreat during the Spring 2001 semester. Approximately sixty (60) administrators, staff and faculty attended the on-campus weekend event. This effort

led to the planning currently underway to establish linkages with on-campus and local agencies for retention purposes.

New retention initiatives include a proposal for an Honors Summer Academy, the revision of the HSO constitution, the teaching of an Honors Freshman Seminar during Fall 2001, and participation on a University Retention Committee. Funding is currently being sought for the summer academy with a projected operation date of 2002. The constitutional revisions will ensure broader participation in community service projects and promote leadership growth. The Honors Mentor will utilize the Freshman Seminar class and the Committee position to refine existing retention strategies to be used in the larger University community.

❏ **DEPARTMENT OF PSYCHOLOGY'S MENTORING ACTIVITIES.** Two (2) departments responded to the challenge to support mini-proposals for *Access and Success* funds to assist in the implementation of departmental retention initiatives. One (1) department was funded, and the Department's accomplishments are summarized below.

- **Graduate School Preparation and Acceptance:**
The Department's retention strategies include preparation of its students for admission into graduate school; therefore, the Department held graduate school preparation workshops, which included GRE preparation, graduate school application preparation, and review and interviewing skills in order to enhance the students' competitiveness in this area. Graduate school preparation workshops were held on November 7th and 8th, 2001. During these workshops, faculty members met with twenty-one (21) Psychology majors to discuss their aspirations for graduate school. Topics included: choosing a discipline within Psychology, finding information regarding graduate programs offered in various disciplines, deciding whether to pursue a Master's versus a Doctoral degree (and a Ph.D. versus a Psy.D.); how to prepare for and take the GRE General and the GRE Psychology; what graduate school Deans are looking for in their prospective students; the relevance of the practicum experience to graduate school admittance; the importance of obtaining undergraduate research experience, and careers in Psychology. As a result of their involvement in these workshops, students were more active in preparing for graduate school. Overall, the numbers represent a fifty percent (50%) increase over previous years. **Outcomes:** As a result of the graduate preparation workshops, the Department decided to purchase a GRE (General) Preparation CD-Rom and install it in one of the offices within the Psychology Department's wing. The GRE Prep has been available to students since November, and a number of them--twenty-five percent (25%) of graduating seniors and two percent (2%) of juniors--have made use of it in order to prepare for the GRE. Consequently, thirty-five percent (35%) of the Department's graduating seniors have been accepted to graduate school, and some of them have received scholarships or fellowships.

- **Internships and Fellowships.** Another important retention effort, which also enhances students' competitiveness in the marketplace, is to assist students in

obtaining internships and fellowships. One (1) student has been accepted to two very prestigious Summer Research Fellowships for Summer 2001, and two (2) other students are currently on internships at NIH and a New York facility, respectively.

•**Research Activity.** One (1) student, in collaboration with one of the Psychology Professors, presented a paper at the HBCU Summit on Retention in March 2001. The student's travel and registration fees were funded by the Department's *Access and Success* retention grant.

•**Student Recognitions**. The Department held an award ceremony to honor its graduates in May 2001. Funds were used to purchase certificates and awards and to cover the cost of a reception.

**New Retention Initiatives:** The following new retention activities will be implemented during AY 2001-2002.

•**Sponsorship of a Colloquium Series.** Psychologists from around the region will be invited to BSU to speak to our students about their experiences in the profession and graduate school. Funds will pay for the speakers' honoraria, travel expenses and food to be served at this event.

•**Development of a "peer mentoring" program** for incoming freshmen and transfer students. Mentors will be available especially during the advisement/registration period of each semester. Funds will be used to give a small stipend to mentors.

# TRANSFORMATION OF THE TEACHING AND LEARNING PROCESS AND CUSTOMER SERVICES

**OBJECTIVES:**

1. To assist 100% of the academic departments in the assessment of student outcomes as a first step in curriculum revision and instructional modalities.

2. To train 100% of the faculty in web-enhanced instruction.

3. To continue to ensure that 100% of the faculty have functional computers with which to develop and conduct web-enhanced courses.

4. To provide support for a minimum of four faculty to continue research on retention-related issues and instruction.

5. To conduct two workshops on customer delivery skills/attitudes for 100% of the staff in Admissions, Financial Aid, Student Accounts, and Registration.

❑ **OUTCOMES ASSESSMENT**: In September, the University moved Outcomes Assessment to the Office of Institutional Research, in order to maximize resources for overall institutional research development and data monitoring. As previously reported, immediately thereafter the University lost its Outcomes Assessment Coordinator and began a search in September. Unfortunately, the University's strategy to conduct a local search did not result in a pool of qualified candidates. In December, a national search, via the *Chronicle for Higher Education*, was conducted, which still yielded only two unqualified candidates for this position, primarily because Student Outcomes Assessment is a relatively new arena in higher education and because the University seeks someone who can continue the level of leadership previously provided its academic departments. Therefore, the University conducted an internal search for a faculty member to assume leadership in this arena, who will assume this role in July 2001.

During AY2000-2001, the Director of Institutional Research continued to develop surveys and to acquire data that will be needed by the departments and the Center for Success and Retention. The specific developments include: a proposal for an online graduating seniors exit survey; a *Registration Survey* to identify problematic areas for students; and a Placement Test Survey Instrument to assess the validity of student placement in developmental courses.

The inclusion of the Outcomes Assessment Staff in the Office of Institutional Research and the addition of scanning equipment have led to improvements in survey research, the development of survey instruments, and the overall assessment efforts of the University. The new computer and printer purchased last year enhanced the data management and reporting efforts of the Office. However, as the Office becomes more technology-driven, the need to upgrade existing technologies will require the continued support of MHEC funding. The acquisition of Teleform scanning equipment software and a server will be ever important as improvements in the data management and reporting efforts continue and more surveys are developed and administered via the University website page.

❑ **CENTER FOR EXCELLENCE IN TEACHING AND LEARNING** (CETL). CETL is fully funded by *Access and Success*, with the exception of the equipment acquired with CETL's move to a new classroom building as noted below, and serves as the University's primary vehicle for teaching initiatives and faculty and staff development.

•**General Operation**: In Fall 2001, the Center relocated to Bowie State's new Center for Learning and Technology building, where it provides spaces for instructional materials development and a "teaching theatre." The "teaching theatre" is equipped with fifteen (15) state-of-the-art PCs with full Internet access, a Smartboard, and a LCD projector. The Materials Development area contains three PCs and a LCD projector. A new Administrative Assistant joined the staff in December, but left in April; thus, for FY02, the University will provide a pin for this position.

•**Workshops and Seminars**: CETL focused most of its attention on supporting the new administration's initiative to accelerate the integration of technology into teaching and learning. Most of the goals and objectives in this area were met. Other activities related to pedagogy, customer service, and communication skills for staff and faculty. Approximately two hundred and four (204 ) participants attended CETL sponsored workshops detailed below.

⇒**Teaching Strategies for Constructive Learning**: half-day session in August that immediately followed the Annual Faculty Development Seminar. Dr. Joseph Stepans, Professor of Education from the University of Wyoming, conducted the interactive session, with attempts to make it as discipline-specific as possible. **Total number of participants**: 14. **Impact:** Participants gained insight into methods for developing specific pedagogical strategies that encourage and cultivate constructivist learning.

⇒**How to Manage Multiple Projects and Meet Deadlines**: a full-day session for administrative staff and faculty. Participants interactively received information on how to prioritize multiple tasks and work on several projects simultaneously. **Total number of participants: 23.** **Impact:** Not yet assessed.

⇒**Houghton-Mifflin Faculty Development Program (The Learning and Technology Connection)**: a two to four week online session designed to have faculty experience an online community activity while incorporating web-based teaching, learning, and assessment activities into their courses. **Total number of participants: 2.** **Impact:** Faculty members were able to note the problems that can occur with online interactions, how they impact the teaching/learning experience, and how the problems may be resolved.

⇒**Blackboard 5 Basics**: three full-day sessions in January and 2 days in May for faculty and staff in preparation for the use of *Blackboard 5* as a software tool for web-enhancing courses. **Total number of participants: 98.** **Impact:** As a result, approximately half of the trained faculty have placed their syllabi online and developed other web-enhancements.

⇒**SPSS 8.0**: four two-hour sessions held over a span of four days which offered faculty members engaged in research training in the use of the statistics software. **Total number of participants: 3.** **Impact:** Not yet assessed.

⇒**Creating a Customer –First Culture:** A Fred Pryor Seminar offered for
staff. The full-day seminar focused on developing a "service mentality," with emphasis on listening skills and personal attention delivery. **Total number of participants: 15.** **Impact:** the direct impact will be measured during the Fall 2001 Registration, based on student feedback.

⇒**High Impact Communication Skills:** another full-day seminar by Pryor that offered the participants an interactive session on speaking in meetings and groups, making presentations, turning resistance into cooperation, receiving criticism, and

developing constructive feedback. **Total number of participants: 20. Impact:** Not yet assessed.

⇒**Evelyn Wood Reading Dynamics**: the celebrated, world-famous reading program for increasing reading speed and comprehension. The session was designed specifically for faculty and academic support staff. **Total number of participants: 8. Impact:** Not yet assessed.

⇒ **"Me and My Brown Baggie"**: CETL attempted to offer videotape sessions for staff. During the spring, specific topics on VHS were offered for staff viewing from 11:30 A.M. to 3:00 P.M. **Total number of participants: 3.**

## •CETL Summer Programs

⇒*CETL 2000-01 Summer Fellows:* The two (2) CETL Summer Fellows provided progress and final reports or statements on their projects. (Appended).

**Project**: *The Science of Art: A Better Foundation for the Teaching and Learning of Animal and Human Figurative Studies*
The principal objective of this project was to develop better teaching strategies in clay modeling and anatomy for Bowie State's Art students. This project also sought to assist the CETL Fellow in expanding sculpture and artist anatomy curriculum.

**Impact:** The CETL Fellow reported increased student interest and better grades after incorporating some of the techniques he acquired at workshops he attended, which were associated with his project. **Projected Impact:** to develop new courses in this area.

**Project:** *Baseline Data on Student Retention at Bowie State University*
This project investigated student retention problems university-wide as a means of forming a foundation for further examination of student retention issues.

**Impact:** The information gathered from the study could "serve as a framework for retention planning, strategizing and program initiatives at Bowie State University."

•*CETL 2001-02 Summer Fellows*
Four projects received funding support for summer 2000 through June 2001. These projects involve a total of eight faculty and staff members, and are titled as follows:

1. Developing Freshman Composition for Online Coursing

2. Expanding "HURD 641: Organization Development" into an Online
   Teaching Course

3. Developing Online Courses and Web-Enhancements for Information

Technology Minor in English

4. Online Reading and Study Skills: A Replacement for Reading 100

**•Faculty Technology Training Summer 2000 Institute (FTTSI):** In view of the rapidly increasing number of courses moving toward web-enhancements and various online activities, CETL decided FTTSI would support faculty in attending off-campus courses and workshops specifically designed for developing online courses. The support would also cover formal activities that would assist the faculty member in moving from the traditional classroom experiences to better incorporation of technology into their specific teaching and learning experiences. Four (4) faculty received such support

**•CETL Sponsored Faculty and Staff Travel**

CETL funded thirty-one (31) faculty and staff requests for travel support to various off-campus workshops, seminars, and conferences for professional development. CETL continued assessing the impact of travel-related development, as faculty and staff who were sponsored during AY 99-2000 were asked to complete an "information use and assessment" questionnaire. To date, most faculty and staff members have responded.

**•CETL Library:** Approximately thirty-six (36) faculty and staff members visited the CETL, seeking information or classroom support through the use of the Center's library or borrowing its laptops. Fifteen (15) visitors checked out development materials and/or laptops.

The following materials are additions to the CETL library.

| _ID_ | _TITLES_ |
|------|----------|
| HH08 | **Evelyn Wood Reading Dynamics Video Set** |
| II09 | Stress Management for Women (given to CETL by Pryor) |
| JJ10 | How to Handle Stress |

Additional Purchase

The CETL purchased a TV and VCR specifically for the "Me and My Brown Bag"series.

**RECRUITMENT AND RETENTION**

The Office of Enrollment Management has been significantly enhanced with equipment and personnel, and the increase in the Spring 2001 headcount and FTE; the 18.5% increase in new undergraduate students, and the nineteen percent (19%) in off-campus FTE over Spring 2000 suggest that the enhancements are yielding dividends and should play a major role in the University's meeting its Fall 2001 projected undergraduate,

transfer, and graduate enrollments. Currently, the Office is working with a marketing firm to develop new recruitment materials and to conduct student focus groups to identify the most attractive University features. Noel-Levitz also conducted an analysis of the office of Enrollment Management and made a number of recommendations for the enhancement of Admissions and Financial Aid that the University is studying.

Current comparative admissions data outlined below reflect the impact of the enhancement of the Office of Admissions.

**Data for 2001      Data for 2000**
Inquiries- 8907 (last year = 4839)

Applications- 3935 (last year = 3322)

Total Admits- 1681 (last year = 1272)

Undergraduate Admits- 1424 (last year = 1068)

Freshman Admits- 861 (last year = 608)

Transfer Admits- 445 (last year = 340)

Summer Bridge- 148 enrolled (last year = 25)

Re-Admits- 113 (last year = 108)

Graduate Admits- 257 (last year = 204)

Ready for Evaluation- 76

For comparison, last year's final admit numbers were:

Freshmen- 749
Transfer- 661
Undergrad.- 1627
Graduate- 730

The retention rate for the Fall 1998 cohort was 72% and remained stable for the Fall 2000 cohort. There are a number of reasons for the attrition in the Freshman Class, and the University is still attempting a holistic approach to this issue, as previously noted. That is, attrition is a result of numerous non-academic and academic reasons: lack of student satisfaction with the University's initial services; students' seeking a major which the University does not offer; students' disillusionment about having to take developmental courses; students' lack of financial resources, **in addition** to some students' poor academic performance, which is usually believed to be the major contributor to attrition.

The March 30th University Retention Retreat will be one step in addressing the problem holistically.

With the *Access and Success* **and** University funding, the University continues to approach attrition from all angles: enhanced student services; curriculum reform in the developmental program; a more student-focused diagnostic testing process; increased access to instructional support facilities; a more accurate student tracking and monitoring system; new majors, and enhanced customer services in general. As the University moves accountability of student retention to the academic departments and enhances their ability to monitor the red flags, via the School Retention Coordinators, the University should be able to make more rapid strides toward desired eighty-five percent (85%) retention rate.

The University continues to collaborate with Coppin State College, Morgan State University, the University of the District of Columbia, and University of Maryland Eastern Shore in the sharing of retention strategies and in the sponsoring of the annual HBCU Retention Summit; the fourth of which was held in Ocean City on March 15-17, 2001.

# BOWIE STATE UNIVERSITY
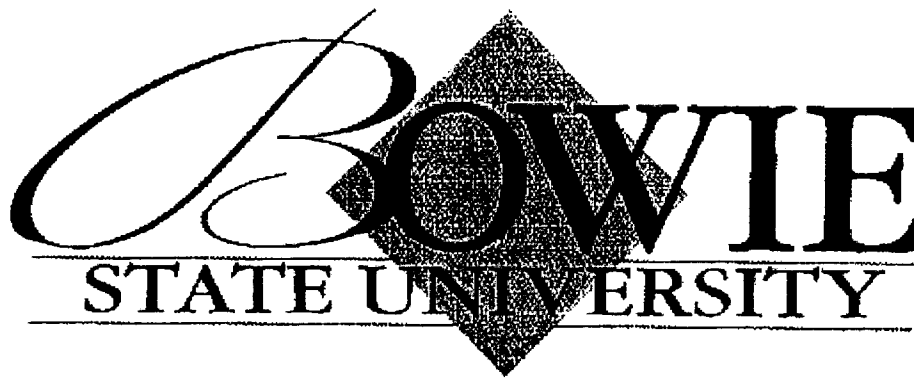
*ACCESS AND SUCCESS*

**END-OF-THE YEAR REPORT**

**APPENDIX**

# The Appendices Listed below for Bowie State University are available for Review Upon Request

- <u>Reference Manual</u> for *REGIS* Retention Module
- <u>Reference Manual</u> for *AdmitView*: Admissions Viewing Tracking and Reporting
- <u>Reference Manual</u> for *FaView*: Financial Aid Viewing, Filtering and Reporting
- <u>Reference Manual</u> for FaReports: Financial Aid Reporting for any Specified Group of Students
- <u>Reference Manual</u> for FaPeterson: Calculation, Verification & Archival of Award Information for Sections CDS-H1 and H2 of Annual Peterson's Survey
- Bowie State University Retention Retreat 2001
- CETL Summer Faculty/Staff Fellowships Request for Proposals
- CETL Summer Faculty/Staff Fellowships Report

# Coppin State College

# Access and Success Multi-Year Grant Program

# Final Performance Report 2001

*Access and Success*

*Final*

*Performance Report*

*Grant Year 2000-01*

**COPPIN STATE COLLEGE**

Calvin W. Burnett, President

Office of Institutional Research

*July 2001*

*Access and Success*

*Final*

*Performance Report*

*Grant Year 2000-01*

## I.    *Introduction/Overview*

The continued goal of the Coppin State College retention effort is to ensure the design and implementation of an effective intervention system that will assist students in assimilating into the academic and social systems of the College. The main purpose of this thrust has been to increase the student rate of persistence towards graduation. The effort includes a holistic approach that focuses on the needs of students and helps them clarify their educational and career goals, and to relate those goals to academic progress.

The Executive Committee of the College remains the responsible administrative unit. This committee, which is comprised of the President and Vice Presidents of the college, oversees all aspects of retention that exist on Coppin's campus.

The 2000-2001 programs continue with Academic Affairs and Student Life as the divisions of focus. Additional staffing for the Academic Resource Center, Life Sciences Program and other academic areas which offer courses that meet the general education requirements have been made possible through Access and Success. Student Life has been able to strengthen the monitoring and freshmen advisement and counseling process with additional staffing, and to implement technology systems to improve data access, and student contact for retention purposes.

This year's program continues and expands efforts implemented during the first two years of funding. New efforts enhance the former programs by enabling the College to acquire additional technologies in support of the targeted programs and expand the College's recruitment efforts to a more diverse student population. Outcome data are provided in this report where available. Final results will be reported in the last report for the year.

The $750,000 committed for this year's program targeted the following areas as the focus of the retention effort:

### Academic Affairs

### Academic Resource Center

- Staff to support efforts geared towards academic deficiencies
  Contractual positions and interns          $ 92,000
  Freshmen Summer Success Program          $ 50,000

### Life Sciences Program

- Strengthen the Life Sciences Program to increase recruitment, support and success of minority students          $ 25,000

### Additional Staffing

- Contractual positions to provide staff for general education program and developmental studies pilot

  $195,000

### Technology Enhancement

- Design and equip one classroom in the Grace Jacobs building as "Smart Classroom"

  $ 55,000

### Travel/Contractual Services and Supplies

- Miscellaneous supplies to support the academic programs listed above. Contractual Services and travel to conferences and meetings related to retention and graduation.

  $ 55,500

**Student Life/Student Support Services**

- Personnel to provide personal counseling within the recruitment, academic and freshmen advisement processes to strengthen these activities.

$130,000

- Implementation of technology systems to improve data access for Retention purposes

$ 52,000

- Enhance and Strengthen the Guided Studies program
- Enhance and Strengthen the Declared Major activity
- Enhance and Strengthen campus-wide access to retention data
- Provide for week-end Residence Hall programming activities

$ 95,000

The funds made available through Access and Success will continue to enable the college to expand its overall effort to improve retention and graduation efforts on the campus through the reallocation of resources and related strategies.

## II.    *Goals/Benchmarks*

Although Coppin's graduation rates have been less than the national norm for HBCUs for the past, six-year cohorts, the institution has set an aggressive benchmark of 30% rate of graduation by the sixth year of the 1995 cohort. This benchmark demonstrates Coppin's commitment to the improvement of its graduation rate, and becomes the targeted goal for the retention plan. Better-defined and more accurate data provided for the cohort have assisted in the effort as well as the new initiatives implemented through the use of new HBCU Retention Improvement moneys.

The second year retention rate of 73% (1999 cohort which includes transfer students) provides the student numbers needed for the achievement of the goal. Additionally, the use of the Retention moneys to increase efforts placed on retaining students through the 3rd. 4th, and 5th years, are expected to impact retention in a more positive manner, Finally, targeting activities geared towards

students in the remaining cohorts, should provide Coppin the ability to achieve its benchmark for the proposed graduation rate increase.

Coppin has sought to attract more high ability students while simultaneously strengthening its programs for more academically challenged students. Programs, which have been successful in assisting students to persist towards the degree, are being continued. In some instances they have been enhanced through the reallocation of resources made possible by Access and Success. Best practices such as the Honors program, the McNair program, The Freshmen Summer Success program, the Mentoring program and various Student Support programs are included in the college-wide retention and graduation effort.

The goals of 75% second year retention rate, and 30% graduation rate by the year 2001, are goals to which the College continues to ascribe. Our college-wide effort to achieve these goals has been supported and augmented by the retention moneys provided through the state HBCU Access and Success program.

## III. *Access and Success Campus Based Initiatives*

### A. *Academic Resource Center*

**Program Overview and Goals:**

The Academic Resource Center (ARC) utilized funds from the Access and Success grant to maintain full-time and part time positions. These positions allowed the ARC to 1) continue to expand lab services to include additional workshops, alternative formats, and new curricular areas in the sciences 2) to continue providing increased tutorial services by professional staff, 3) to continue operating the Freshman Summer Success Program, and 4) to expand the video and software support materials in all labs.

#### Desired Outcomes:

1. To maintain current workshop activities in the Writing and Reading labs.

2. To maintain evening and weekend support activities by degreed part time staff.

3. To identify and implement alternative instructional modes to include more on-line, software, and video formats.

4. To increase the number of interdisciplinary activities and on-line activities to support the Freshman Summer Success instructional program.

5. To develop a full-time component to serve students enrolled in GER level courses in the natural sciences. The establishment of a new science component would provide services five days per week and would include support for biology, general chemistry, physical science and environmental science.

## Program Results:

- To provide more alternative delivery formats for tutorial support in the ARC.

The Writing Lab offered 49 on-campus workshops, serving 173 students and totaling 511 contact hours. Many of these workshops were developed and implemented by the Writing Lab tutors.These workshops were in addition to scheduled one-on-one and small group tutorials.
Service Providers: Writing Lab Coordinator (Full Time Staff), 7 Writing Lab tutors (peer and professional part time staff)

The Reading Lab offered 77 on-campus workshops, serving 128 students and totaling 365 contact hours.
Service Providers: Reading Lab Coordinator, Asst. Reading Lab Coordinator (full time staff). Reading faculty, peer tutors (5 part time staff members)

The Math Lab continued the video loan program which allowed students to borrow videos for elementary, intermediate and advanced algebra. Video loans were allowed for two nights video. Twelve students participated in the loan program.
Service Providers: Math Lab Coordinator, Asst. Math Lab Coordinator

- To continue to improve the quality of existing services provided by the ARC.

The Math Lab continued to employ two part time professionals for evening and weekend services. Evening and weekend tutorials have continued to attract a large portion of the lab population. This year 231 students participated in evening and weekend tutorials,representing 41.6% of all tutorial activity.

The overall pass rate in all math tutorials again increased from 66.7% to 69.5%, with much of the improvement resulting from evening and weekend participants.

The ARC continued to update and expand its tutor training program. Continued emphasis has been placed on faculty involvement in the training process. All four labs are continuing to work with departments to identify topics and methodologies that will enhance tutorial effectiveness.

During the 2000 - 2001 academic year the tutors and staff who participated in the training programs provided more than 12,145 on-campus contact hours for Coppin State students.

Service Providers: Director, Assoc. Director, Lab Coordinators, Asst. Lab Coordinators, (7 full time staff members); 22 tutors (peer and professional; Humanities & Media Arts faculty (Reading & English).

- The ARC initiated a Science component as part of the CAI/Study Skills Lab. This new component was implemented to attempt to address some of the needs of Coppin students enrolled in GER science courses. Although this component is still in its developmental stage, 27 students were served and nearly 300 contact hours were generated.

*Freshman Summer Success Program*

The grant supported the continuation of the FSSP program which was renamed the Pre-College Summer Program (PCSP). The program has been successful in assisting 50-55 conditional students to gain admission each year. Its follow up activities have helped these students average a 78% second year retention rate.

Both full time staff persons funded by the grant were involved as instructors and tutors in the PCSP. One of the part time staff persons working with the Math lab is also an instructor/tutor in the PCSP.

This year's program continued to employ an interdisciplinary approach. The staff in the English, Reading, Math and Study Skills areas worked to create lessons and activities that crossed content areas and required students to interact with staff in each discipline to successfully complete their assignments.

## Program Results

:

- Forty (40) students were enrolled as program participants and all 40 completed the program, (100% completion rate).

- 100% of the students who completed the program were granted admission to the College. Two were admitted as special admits. The other 38 were unconditional admits.

- 36 of 40 (90%) registered for fall semester classes, and 39 registered for the Spring 2001 term.

- 13% of the participants improved their SAT scores to 800 or better.

- 28% of the students improved their math status by one or more levels. 4 students moved from DVMT 108 to level to GRE level.

- 24 of the 30 (80%) students who pre-tested at the developmental level in Reading, improved their skills to college level reading. Six (6) students became exempt from any reading requirements.


## *Natural Sciences*

### Program Overview and Goals:

The Department of Natural Science retention effort continued another year of the "Bridge" Program to help retain more Natural Science students and insure their persistence towards graduation. The Collaborative Bridge Program for Academic Enhancement in the Sciences and Mathematics was developed to increase the number of minority students pursuing degrees in the life sciences. The program included enrichment components in science, math, and communication skills (written and verbal) and college survival skills.

Participating Institutions:

Coppin State College
Towson University
(UMBC did not participate due to matching funds requirement.)

Dates: July 2000-August 2000

Number of Students:

Sixteen students participated in the summer program. Excellent results were achieved as with the former year's program. All sixteen participants completed the program successfully.

**Desired Educational Outcomes:**

- To promote the life sciences.

- To provide skills for success at the college level to prevent remediation.
- To promote successful progression of students in college level courses

**Academic Outcomes/Desired Outcomes:**

*Participants Enrolled at CSC:*     *16*

**Program Results:**

Fourteen of the sixteen of the students who completed the Summer Bridge Program were admitted to Coppin State College. Additionally, all of the fourteen students were exempted from taking the developmental math course as a result of the intensive and rigorous Summer Bridge Program. Unfortunately two students were unable to attend classes fall semester. All of the former Bridge program students who attended Coppin, completed their first and second years successfully. All are successfully progressing steadily towards their degrees, and are experiencing academic success.

**C.**   *Developmental Studies Pilot Study*

**Program Overview and Goals:**

During the fall 1998, the Vice President for academic Affairs initiated a review of Developmental Studies through the Division of Arts and Sciences. A new committee was set, consisting of representation from academic disciplines, Academic Resource Center, Student Life, the Registrar's Office. After seven months of meetings, formal recommendations for a two-year pilot study to decrease the number of developmental courses, for the purpose of increasing student persistence towards the degree was presented and approved for implementation. The pilot math program as well as the English/Reading

programs were conducted and funded through Access and Success. The pilot was implemented to study the impact of the proposed recommendations. The strategies were planned to lead to a decrease in the number of developmental courses, and to study the impact on student learning and outcomes. The pilot was proposed to cover academic years 1999-2000 and 2000-2001. Placement tests continued, with an investigation into the utilization of a new tool. The efforts initiated in Reading, English and Math were those funded by Access and Success, and the programs followed the recommendations of the committee. The pilot includes the described changes in reading math and English/writing.

**Reading.** Improved College Reading, DVRD 100, would be discontinued. Advanced College Reading, REED 201, would be changed to REED 101. Students placing into this course received the Nelson Denny Test during the first week of class and those scoring at and above 85% were exempted from the course. Remaining students would contract into the ARC Reading Lab based upon skill level and needs. Students scoring 69% and below received intensive lab support including discipline based critical reading skills, vocabulary development skills, effective note taking skills, and where necessary, individualized tutorial assistance. Students earning 70-84% on the Nelson-Denny participated in workshops.

**English.** DVWR 100 would be eliminated and all students would be "mainstreamed" into ENGL 101, regardless of placement scores. Students were to receive a diagnostic writing exam during the first week of class to determine skill level. Those deficient in required skills would be mandated to the ARC Writing Lab, based upon instructor recommendation.

**Math.** The two full-time instructors hired through the Access and Success grant, took the lead in revising and implementing the pilot program for the fall semester 1999. A flyer was developed for distribution to all DVMT 108 classes, emphasizing the opportunity to cut in half the time spent in Developmental Mathematics. The three-week review was further structured for the instructors of the course, giving them a timetable for each topic, as well as a major emphasis. At the end of the three-week period, the students in DVMT 108 were tested. Those who tested out of DVMT 108 were notified of a special meeting where the students were informed of their new class schedules, assigned to specific times for Academic Resource Center support, and where they were able to have any questions answered. The session also served as a reward meeting where students received congratulations and further encouragement.

A new software package was selected for use in DVMT 108/109 for supplementary instruction beginning fall semester 2000. Students were tested at the beginning of the semester and assigned course modules, based upon the results of the testing. The plan for individualizing the instruction has been implemented

to assist more students to overcome deficiencies and encourage persistence towards the degree.

**Program Results:**

Reports indicate little difference between the "developmental" and regular populations of students enrolled in English, reading and writing. Pass rates were similar. Math results appear promising, but a larger cohort is needed to truly assess success. Math has successfully assisted a number of students to avoid unwarranted remediation, and thus persist towards their degree at an improved rate. Based upon the results thus far achieved, the Developmental Studies pilot is continuing another year, with the following changes:

- Implementation of a mechanism for scoring placement exams in writing
- Implementation of Discipline-dedicated summer institutes, to address skill remediation in reading, writing and mathematics (for continuing students)
- Evaluation of the Math component to assess the pilot's impact on student progress in MATH 125 and 103.

### D. *Technology Enhancement*

Funds from Access and Success were set aside to build a "Smart" classroom, and thus create a different, technology driven environment for teaching and learning. The smart classroom provides for multimedia and computer access for an entire classroom. Teaching will be able to be conducted using computers and software to accommodate varying learning styles. Simulation exercises will be made possible, and self-paced learning activities may be included to meet varying student needs. The "Smart" classroom will provide alternative and current teaching and learning models, designed to facilitate and improve the teaching and learning process. These enhancements provide opportunities for retention of students with varying learning styles. Construction is completed. The room will open for use in fall 2001.

### E. *Administration and Finance Division*

**Program Overview and Goals:**

The Divisions of Administration and Finance and Student Life support programs are designed to assist in the retention and persistence of students towards the degree by strengthening and enhancing freshmen support efforts and

providing more targeted access to support services. This is to be accomplished through the piloting and implementation of several new and or improved initiatives and the augmentation of previously proven processes. The initiatives include additional staffing to recruit and to assist students in a more personal and detailed fashion as well as to improve student support services delivery.

Internal studies conducted by the college have revealed several findings that could have a positive impact upon student persistence towards the degree. The findings include achieving greater student success through improved counseling and advisement, insuring the student's initial contact is perceived as supportive and nurturing, and improving contact with students utilizing many methods including technology. The focus of the funding has been to enhance and develop programs that will increase retention rates. Goals have been established with measurable objectives and desired outcomes to determine specific progress towards goal achievement.

## Recruitment and Retention:

The funds have been used to hire Counselors/Recruiters. This program has allowed Coppin to provide personal counseling as part of the recruitment process to determine a better institutional fit for students who enroll in Coppin State College. Research has shown that student satisfaction is critical to the retention of newly enrolled students.

## Program Results:

The Recruitment-Counseling Program was to increase the number of applications by two percent. The number of applicants increased by 16% from Fall 1999 to Fall 2000. Data for Fall 2001 is not yet available for comparison. The additional staff has significantly contributed to this increase. Additional outcomes for this area include the following:

- Increase the number of student contacts from diverse geographic areas by 2%.

  The number of student contacts from diverse geographic areas has increased by 20%. There was an increase contacts in Caroline, Somerset, Washington, Worcester counties in Maryland. Applications were received from four new states.

- Increase # of students within the range of the predictive index.

  This objective will be revised because the predictive index data is not readily available. Also, due to our current practices, only a small group of students have received a predictive index. The new objective will include high school G.P.A. which tends to be the greatest predictor of first semester collegeG.P.A.

- Increase second semester persistence rates by 2% for Fall 2000 entering class.

  The second semester persistence rate for Fall 1999 cohort was 85%. The second semester persistence rate for Fall 2000 is 86.1%. The second semester persistence rate increase is 1.1%. We will continue to work to increase the second semester persistence rate.


- Conduct a student satisfaction survey to determine areas that are of concern for students.

  We have gathered information for the student satisfaction survey, but have postponed the effort, pending recommendations from the Office of Civil Rights.


**Counseling Support:**

Access and Success allows the College to decrease the student-to-counselor ratio to provide increased student access to counseling services. The new counselor has utilized the Noel Levitz At-Risk Inventory to determine the needs of the incoming freshman students and provide early intervention strategies for students.

**Program Results:**

Counseling Support efforts include the following:

- Increase second semester persistence rates by 2% for Fall 2000 entering class.

The second semester persistence rate for Fall 1999 cohort was 85%. The second semester persistence rate for Fall 2000 is 86.1%. The second semester persistence rate increase is 1.1%. The goal will be kept as an incentive for us to work to increase the second semester persistence rate.


- Develop base-line data for Noel Levitz At-Risk Survey and develop intervention strategies.

The at risk students identified by the Noel Levitz survey administered to the fall 2000 entering class, showed a 79% persistence rate for Spring 2001 semester. This information is base-line data to be used for future objectives. Students identified were provided counseling intervention and referral services through individual and group sessions, workshops, video workshops and bonding activities.

**Freshmen Mentoring Program:**

The Freshman Mentoring Program has been designed to offer academic and social support services to entering freshman students. Faculty members, alumni, community leaders, staff and upperclassmen serve as mentors. The additional funds made available through Access and Success enhance the program's existing services and provide for improved advisement through the services of additional staff.

**Program Results:**

The Freshman Mentoring Program results include the following:

- Increase the number of students assigned a mentor each semester by 2%.

  The freshmen mentoring data for Spring 2001 indicate a 10% increase.

  Fall 2000 - 488 profiles        439 placed with mentor=90%
  Spring 2001- 164 profiles     164 placed with mentor=100% placement

  The profiles number is typically lower in spring semesters. The number of freshmen registered for spring semester is lower than Fall semesters.

- Increase the number of mentors involved in the program by 2%.

  Fall 2000 – 11 new mentors     total 121
  Spring 2001 – 13 new mentors   total 134

  The number of mentors involved in the program increased by 10.7%.

- Show a 2% increase in the persistence rate of the program participants in comparison to the rate for freshman cohort.

  Data are not currently available for comparison. Fall 2001 census information will provide the data needed for comparison.

**The Attendance Monitoring Program:**

The Attendance Monitoring Program is designed to monitor the attendance of students to provide early intervention encouraging them to continue and complete their course of study by fulfilling their graduation requirements in a timely manner. The additional funds made available through Access and Success enabled the automation of the attendance program and the hiring of an additional counselor.

**Program Results:**

Attendance Monitoring Program results include the following:

- The Attendance Monitoring Program is designed to automate the attendance monitoring process allowing for a 2 percent increase in persistence rate of students who may be in danger of dropping out the following semester.

    Despite on-going technical problems the Attendance Monitoring Program continues to provide early intervention to students, encouraging them to continue and complete their course of study by fulfilling their graduation requirements in a timely manner. System update difficulties did not allow the coordinator to access and process attendance by week one. Monitoring actually commenced on week three. The system is still is being tweaked for a week one start, insuring earlier intervention efforts. Based on the results of the Spring 2001 semester, 79% students in danger of dropping out persisted. This is the baseline data for students who are in danger of dropping out.

**The Guided Study Program:**

The Guided Study Program (G.S.P.) is a mandatory program designed to provide intervention that aids in the retention of students who are not meeting satisfactory academic progress. The intervention is accomplished, in part, by providing the students with a prescribed academic plan of action that will initiate the process of developing time management, career exploration, stress management, test taking, and study skills. Secondly, the intervention is accomplished by presenting information on the College's resources and services available to address the academic and non-academic issues that may be negatively impacting the student's ability to reach their full academic potential and graduation.

**Program Results:**

Program results for the Guided Study Program include the following:

- Develop baseline data for the Guided Study Program with an objective of decreasing # of students in academic jeopardy by 2%.

  The satisfactory academic progress policy has changed. The baseline data will be developed based upon the new policy. Hiring part-time professional staff has been challenging due to low responses to the position announcement. The position has been reposted.

**Enhance Technology and Communication Services:**

The Access and Success funding has assisted Coppin in developing the Academic Advisement Package. The additional funding will allow enhancement of WEB applications of student information systems to include registration and career exploration.

**Program Results:**

The Enhancement of Technology Programs has produced the following results:

- Develop WEB solutions to career explorations with an objective of decreasing unknown-major population by 2%.

  To assist more of our students in choosing a major, research was done to identify a web-based career guidance program that students could use to perform self-assessment activities and research occupations and/or college majors. The System of Interactive Guidance and Information (SIGI PLUS), developed by the Educational Testing Service (ETS) was identified as the program that would best serve our students. Although ETS has a stand-alone and intranet version, they informed us that an internet version of SIGIPLUS would be available by Spring of 2001. However, they ran behind schedule in getting that version on the market and plan to have it available by Fall of 2001.

  Although we were unable to begin our web-based program as planned since the internet version of SIGIPLUS was not available, other strategies were implemented to increase the number of students declaring a major.

  SIGIPLUS is installed on a stand-alone computer in the Career Center. The staff of the Career Center visited classes to inform students of the SIGIPLUS program and explained how the information they collected could help them make informed decisions about a major. Students were given handouts that described the program and encouraged to come into the Center to take the program.

To further assist students in identifying a major, booklets titled "What Can I Do With a Major in ?" were prepared for each of our undergraduate academic programs and distributed to students. The booklets include information on the occupational opportunities for that major, related skills required, career outlook, salary range, related professional organizations and further sources for exploration including websites.

Additionally, two computers were made available in the Career Center for students to research career information on the internet. And two series of books that relate college majors to different career paths were purchased for the Career Resource Library. One series is "Opportunities in (various fields ) and the other is "Great Jobs for "(various majors) ". These resources are available for students to use upon request.

Based upon number of degree seeking undergraduates for Fall, 2000, 22% declared a major at the end of Spring 2001. The unknown major pooled decrease by 22%.

- Ensure that 100% students (including stop-outs) receive an Academic Advisement Packet.

  All continuing students receive an Academic Advisement Packet as a part of registration. To meet the needs of graduation and retention, the AAP module has been modified to include cohorts from 1996 to present. All AAP for students in the cohorts, including currently enrolled as well as stop-outs can be printed. This ability provides staff and faculty a tool to use when contacting stop-outs.

- Increase by 1% the number of students using Web Registration and Student Information Services.

  Web Registration was implemented in Spring 2001. We are developing baseline information.

- Hire Communication Center team and increase contact to three times per semester for all students.

  The communication center team was hired. The contacts with students have increased to five contacts per student per semester.

The programs selected for Access and Success are consistent with the College's overall retention and graduation efforts. They have been chosen to supplement and enhance the existing college-wide initiative. The grant has enabled the College to better coordinate retention and graduation efforts campus-wide, to improve existing programs and focuses and to initiate new approaches to combat lower retention and graduation rates. Continued funding from Access and Success will enable Coppin to reach its 2002 goals and continue its efforts to continuously improve its academic programs as well as its student support efforts.

*The achievement of the six-year graduation rate of 30% by the year 2001 has represented the overall goal of the college. The programs made possible through the Access and Success grant have been targeted towards specific areas in which the college can monitor progress and improvement in achieving the overall retention and graduation rate improvement. The funding for these programs enables the college to redirect and reallocate funds to strengthen, enhance and support the college-wide thrust to improve retention and graduation rates for the institution. Coppin State College acknowledges the importance of this grant in aiding the College to attain its goals and expresses its gratitude to MHEC for the opportunity.*

# Morgan State University

## Access and Success Multi-Year Grant Program

## Final Performance Report 2001

June 22, 2001

# ACCESS AND SUCCESS FINAL
# PERFORMANCE REPORT TO JUNE 30, 2001

## Introduction and Overview

This report reflects a summation of activity from the date of the final performance report of June 30, 2000 to June 30, 2001. The program during this segment of the grant period continued as follows:

(1)   expand tutoring programs,

(2)   enhance educational programs in residence halls,

(3)   strengthen advising programs and enhance monitoring of student progress, and

(4)   continue the Access-Success Summer Bridge Program.

Grant activity has taken place in all four (4) program areas presented above. This report will discuss progress to date and provide quantitative data.

### Expand Tutoring Programs

The 29 tutor positions as funded in the Access-Success Program which started on December 7, 1998 continue to the present. The tutors (9) continued to be assigned to the residence halls and continue to work with students during the academic year and during the Summer Bridge Program. The tutors continue to provide services on evenings and weekends. Our tutors, as during the first year of the grant, are carefully screened, trained and must maintain a 3.0 GPA to participate in the program. Many have over 3.5 GPAs and are the leading student-scholars on campus. The literature consistently reports, given research findings, that peer tutoring is the most effective tutoring methodology.

A campus-wide academic peer-tutoring program continues to provide academic support structures that enhance and ensure first-year students' overall academic success. These activities are supported by Access and Success and other grant sources including Title III. Tutors engage in collaborative tutoring efforts to strengthen students' academic weaknesses. As a result of the academic support, assistance, shared mentoring and advisement students involved in the peer-tutoring program significantly increase their academic achievement levels. It is reported and verified by campus data that students who attend tutoring regularly as assigned raise their grades one or two levels.

*Nine academically superior tutors continued to tutor in four residence halls* Mondays through Thursdays from 6:00 p.m. - 9:00 p.m. for courses in English, Mathematics, Biology, Chemistry, Physics, Humanities, French and Spanish. Additional tutoring expertise is added based on need. These tutor positions, as previously stated, started on December 7, 1998. The tutors worked with the Summer Bridge Program and were rehired during the 2000-2001 academic year. These tutors work primarily with students enrolled in our freshman class that attended the Summer Bridge Program and with other students.

Superior tutors were assigned to the campus Monday through Friday from 9:00 a.m. to 5:00 p.m. to help in courses in English, Mathematics, Biology, Chemistry, Physics, Humanities, French, Spanish, Philosophy, Psychology, History, Accounting, Statistics, and Economics. Further, paper preparation skills tutoring was provided again this academic year. The tutors were employed for a significant part of the 2000-2001 academic year. Students continue to be encouraged to use services such as the Academic Development Center, the Counseling Center and one of our seventeen (17) computer labs for use of computer-assisted instruction software and enhanced skills training. Several labs have been enhanced with computer software for Computer-Assisted Instruction (CAI) to greatly enhance our retention efforts. We are in the process of expanding the number of labs being utilized for computer-assisted instruction. These services are being coordinated through our Academic Development Center, campus-wide retention group and by the residence halls administration and staff.

# Computer-Assisted Instruction

The courseware was purchased after a national search at the close of the Fall, 1999 semester. It must be emphasized that Computer-Assisted Instruction (CAI) is not a substitute for classroom instruction, lectures and faculty support. The goal of CAI is to motivate students by improving their in-class achievement, and as a consequence, retain those who may have been inclined or forced to leave Morgan because of poor academic performance.

## Courseware Description:

The students have access to an instructional program known as Skills Bank 4. This program is a comprehensive resource used for diagnosing and remedying basic skills deficiencies. Skills Bank 4 contains over 500 activities, covering core concepts in reading, language, basic mathematics, intermediate mathematics, writing, and information skills. Thinking skills lessons are woven throughout all six series. The program is self-contained and procedures are described below:

I.   Diagnostic pretests are applied to pinpoint students' weaknesses and strengths. The computer then prescribes the exact lessons that the student will need.

II.  Basic skills lessons focus on mastery of concepts with a brief tutorial followed by examples and practice items.

III. Optional practice lessons provide an open-ended environment for supplemental practice of the basic skills diagnosed.

IV.  Quizzes follow small groups of lessons to test students' retention of lesson content.

V.   Thinking skills lessons help students apply the basic concepts learned in previous lessons to real life situations. Each of these lessons also provides a brief tutorial on a strategy for "higher-order" thinking.

VI.    Post-tests measure students' mastery of diagnosed difficulties.

The Access and Success students continue to benefit from the CAI Lab components established in McMechen Hall and that are placed in other labs on campus. The Center for Distance Education and Learning Technologies was responsible for the introduction of Computer-Assisted Instructional (CAI) Courseware in order to expand the tutorial process of the Access and Success Program

The wealth of coursewares acquired is distributed to various computer laboratories on campus. The intention continues for students to receive individualized instruction working at their own pace. However in order to monitor students' progress effectively, a protocol was developed by the Center. The process involves systematic procedures that encourage the various components of the Access and Success program to work together as a team.

## Strengthen Advising Programs and Enhance Monitoring of Student Progress

Academic advisement of undeclared majors and Freshman Studies Program students continues to be performed by the Comprehensive Program for Undeclared Majors administered by the Advising Center. The Advising Center is located in the Academic Development Center where the goal is to increase the retention rate of the Advising Center's student population significantly over the period of 1999 - 2002 and beyond. The student population of the Center for the 2000-2001 academic year was 360 undeclared majors and 301 Pre-College Studies/Freshman Studies and 204 Access and Success Program students for a total of 872 students. The staff also advised and registered the 144 Access and Success students who completed in the 2000 Summer Bridge Program for the Fall 2000 and Spring 2001 semesters. Each of these students has been advised two or more times this academic year. Further, 75% received guidance on career options during this academic year, utilizing the SIGI Plus Career Guidance Software purchased through our Access and Success Grant. Some 30% of the Access and Success students received advising three (3) times during this academic year (Attachments 1-3).

There are three full-time advisors, two part-time advisors, a secretary and a program coordinator that continue to participate in this advising initiative. When counting the two part-time advisors as equal to one full-time advisor, we have approximately one advisor for every 150 students. We had previously hired two additional advisors as allowed by the Access and Success Grant. Both populations of students continue to be high risk and greater resources are needed to serve them. By lowering the number of students served by an advisor, students have more time to interact and bond with someone who can help them in academic problem areas. The two academic advisors employed have masters degree in academic disciplines.

Faculty members have been exposed to training workshops on advising periodically over the past several years and we continue to expect considerable progress in this area. Additionally, the SIGI PLUS software was purchased which continues to enable staff to engage in career guidance activities mentioned previously in this section.

Our registration is now handled primarily through the Internet. We are working on a system to improve advising on-line given electronic registration in addition to the traditional process. We are continuing to acquire additional software that is specifically designed for tracking the academic progress of our students. A software was purchased that is currently being installed on computers in the Advising Center called ACAMP. This acronym means advising, course analysis and mentoring program. This software, which should be on line by the Fall, 2001 semester will greatly assist us in tracking the Access and Success students and other high-risk freshman class members. This software is also being purchased with Access and Success funding.

## Access-Success Summer Bridge Program

As discussed in our recent reports, the ACCESS and SUCCESS GRANT enabled Morgan to implement, during the Summer of 1999, a Summer Bridge Program for 198 students. The dates were from June 13, 1999 to August 6, 1999. This program is separate from but similar to our Pre-College Studies Program which returns approximately 92% of freshman class to the second year. These students were selected from the group of students that are one quartile level above our Pre-College

students in admissions criteria regarding GPA, SAT and related admissions requirements. This group is our next highest level of high-risk students that are potentially a part of the 38% of the freshman class who do not usually return to their sophomore year. We are continuing to track these students' progress closely. Please note that 96% of the Summer Bridge students returned in the Fall 1999 semester and 97% of these students returned to Morgan for their Spring 2000 semester. Please note also that 71% of students from the Summer 2000 Bridge Program maintained a grade point average above 2.0. This is in contrast with 69% of the freshman class that maintained a grade point average higher than 2.0, other comparatives are also favorable regarding the Summer Bridge Program students (Attachment 2).

We remain most hopeful of having approximately **80%** or more of this group return to their second year (Fall, 2001) similar to the pre-college group. Preliminary data from the Institutional Research office reveals that **81.3%** of the first time freshman students returned for their second year. However, 10% of these students were dropped due to inability to pay tuition. The ACCESS & SUCCESS students rate of return to their second year Fall, 2000 is **81%** before the drop due to financial problems of the students then it was 71%. It should be noted that success with summer enrichment programs greatly enhances retention and ultimately graduation rates. Hence, more dedication of resources to these efforts should prove quite beneficial as we plan the 2001-2002 program year. We further refined and implemented the methodology for selecting the quartile above the Pre-College Studies group and enrolled the Access/Success Bridge students for the eight (8) week Summer, 2000 Bridge Program. These student's success rate will be measured in the Fall, 2001 semester regarding rate of return.

As previously reported, two hundred and eleven (211) students attended the "Parent Reception" on Sunday, June 18, 2000 and participated in the dinner meal. One hundred and seventy-eight (178) students returned on Monday, June 19, 2000 to complete the placement testing. One hundred and forty-four (144) students who completed the placement testing started classes on Tuesday, June 20, 2000. One hundred and twenty-eight (128) students completed the eight week program which ended on August 11, 2000 for a retention rate of **80.89%**. One hundred and nineteen (119) students out of the 144 students returned for the 2000 Fall semester for a retention rate of **85%**. One hundred

and nineteen students (119) had 2000 fall schedules but eleven students dropped their 2000 fall schedules which left *108 students with active 2000 fall schedules*. These are the students tracked during the 2000, 2001 academic year. We will carefully measure their rate of return in Fall, 2001.

*Twelve (12) faculty persons participated in the 2000 Summer Bridge Program which started on June 18, 2000 for the eight-week residential program. These faculty persons were hired during the 2000 Spring semester. Distribution of faculty hired consisted of four (4) to teach English, four (4) to teach Mathematics and four (4) to teach Reading. Students were placed in classes based on placement test results. These placement tests were developed by the College Board and Educational Testing Service. There were ten academic student counselors participating in the 2000 Summer Bridge Program; the nine tutors assigned to the residence halls and the twenty tutors assigned to the Campus Peer Tutoring Center continued to tutor all of the students selected for the 2000 Summer Bridge Program.* This Summer Bridge Program served to greatly enhance students' academic skills and performance. The Summer Bridge Program which was completed in August 11, 2000, was a success which is documented with grades and related outcomes. The 2001 Summer Bridge Program started on Sunday, June 17, 2001. We have enrolled 126 Access and Success students to this date and the GPA-SAT testing data is attached (Attachments 3 - 4). Enrollment in the Summer Bridge Program will continue for a week beyond the date of this report.

The desired educational outcomes of this and our overall retention efforts continue as follows:

(1)     providing academic support structures that will enhance and ensure first year students overall academic success,

(2)     strengthening students' academic weaknesses,

(3)     providing tutoring and other services to prevent marginal academic students from being placed on probation, and

(4)     increasing the academic achievement of the 198 students enrolled in the first and subsequent Access-Success Summer Bridge Programs into their freshman and sophomore years.

These educational outcomes, as they are achieved, will support higher rates of retention with significant improvements in academic performance. For example, we have identified all of the Access and Success students who are on probation (GPA < 2.0), and they are mandated to receive tutoring and mentoring through our Academic Development Center. All probationary students received a letter from the Academic Development Center at the beginning of the Spring, 2001 semester making tutoring and mentoring mandatory.

## Monitoring Student Progress

Student progress continues to be monitored in academic and grade achievement. Logs of tutoring hours for each student along with notations of the subject matter track levels of effort and attendance during the intervention year. Final grades were compiled for each student at the end of the Summer Bridge Program and the Fall semester. Our Planning and Program Evaluation Office (Institutional Research) will continue to track retention and graduation rates as previously noted in our progress reports (Attachments 5 - 7).

## Access - Success Learning - Computer Lab

Activity was initiated to establish a Learning-Computer Laboratory in Banneker Hall. Computer hardware, including seventeen (17) PC's, a printer, computer software and instructional materials, are ready for installation. Cost of the materials for the laboratory was $43,164.00 from the Access & Success Grant. This facility will greatly assist the tutor's work with Access and Success students utilizing CD ROMs, Computer-Assisted Instruction software and other digital and electronic means to strengthen their math and other basic-skills areas. We have renovated the Lab space in Banneker 400. The Lab should be opened for student use once the work is completed along with connecting the computer equipment and software. We plan to open this lab during Summer, 2001.

## Academic Development Center Enhancement

The need to upgrade computer hardware, software, educational videos, instructional materials and other equipment in the Academic Development Center remains apparent. Seven (7) PC's, monitors, laser printers and support equipment were ordered and were installed during the Spring, 2000 semester. This enabled the Academic Development Center to better serve Access and Success students in the 2000-2001 academic year. A total of $33,108.74 was expended for this purpose. This new equipment is being utilized and enhancing services. Additional equipment will be ordered for the 2001-2002 Academic year.

The Academic Advisement Center which, operates as a component of the Academic Development Center, also received additional hardware and software which cost $28, 264.35 in the previous academic year. These items include five (5) PC's, printers, monitors and support equipment. This greatly enhances the Center advisor's and staff's ability to work more efficiently and effectively in serving Access and Success students. This additional equipment and related software enhances the advising and student tracking process which should have a positive impact on retention of Access-Success students which will be measured Fall, 2001 when they return for their second year.

## Staff Assigned as Point of Contact

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JCC/ebh
6/27/01

## RETENTION RATES FOR ACCESS-SUCCESS 2000 SUMMER BRIDGE PROGRAM

| | |
|---|---|
| ACCESS-SUCCESS 2000 SUMMER ENROLLMENT | 128 |
| FALL 2000 RETENTION RATE | 94% |
| SPRING 2001 RETENTION RATE | 89% |

## ACADEMIC PROFILE
## OF THE
## 2000 ACCESS-SUCCESS SUMMER BRIDGE PROGRAM
## ALL HIGH SCHOOLS FROM THE STATE OF MARYLAND

| RANGE | GPAs RANGE | SATs |
|---|---|---|
| Lowest | 2.0 | 775 |
| Highest | 3.7 | 1190 |
| Means | 2.8 | 982.5 |

# PLACEMENT TESTS RESULTS
## FOR
## 2001 ACCESS-SUCCESS SUMMER BRIDGE PROGRAM

| | |
|---|---|
| TOTAL TESTED | 126 |
| TESTED *INTO* ENGLISH 101 | 21 |
| TESTED *INTO* MATH 113 | 19 |
| TESTED *OUT OF* DVRD 100 | 9 |

# ACADEMIC PROFILE
## OF THE
## 2001 ACCESS-SUCCESS SUMMER BRIDGE PROGRAM
## ALL HIGH SCHOOLS FROM THE STATE OF MARYLAND

| RANGE | GPAs RANGE | SATs |
|---|---|---|
| Lowest | 2.0 | 820 |
| Highest | 3.73 | 990 |
| Means | 2.8 | 900 |

# GRADES EARNED BY PERCENTAGES
## OF THE
## 2000 ACCESS-SUCCESS SUMMER BRIDGE PROGRAM - OVERALL
## FOR FALL 2000 SEMESTER

### Percentages of Grades

| | |
|---|---|
| Letter Grade of "A" | 21% |
| Letter Grade of "B" | 24% |
| Letter Grade of "C" | 22% |
| Letter Grade of "D" | 12% |
| Letter Grade of "F" | 21% |

Total= 100.0%

# GRADES EARNED BY PERCENTAGES
## OF THE
## 2000 ACCESS-SUCCESS SUMMER BRIDGE PROGRAM - OVERALL
## FOR SPRING 2001 SEMESTER

### Percentages of Grades

| | |
|---|---|
| Letter Grade of "A" | 17% |
| Letter Grade of "B" | 25% |
| Letter Grade of "C" | 28% |
| Letter Grade of "D" | 8% |
| Letter Grade of "F" | 20% |
| Letter Grade of "I" | 2% |

Total = 100.0%

# GRADES EARNED BY PERCENTAGES
## OF THE
## 2000 ACCESS-SUCCESS SUMMER BRIDGE PROGRAM - OVERALL
## FOR ALL COURSES DURING THE SUMMER

### Percentages of Grades

| | |
|---|---|
| Letter Grade of "A" | 35% |
| Letter Grade of "B" | 40% |
| Letter Grade of "C" | 22% |
| Letter Grade of "D" | 02% |
| Letter Grade of "F" | 01% |

Total = 100.0%

# University of Maryland Eastern Shore

## Access and Success Multi-Year Grant Program

## Final Performance Report 2001

# UNIVERSITY OF MARYLAND EASTERN SHORE

# ACCESS AND SUCCESS PROJECT

# June 30, 2001

# UNIVERSITY OF MARYLAND EASTERN SHORE (UMES)
## ACCESS AND SUCCESS PROJECT
## YEAR END PERFORMANCE REPORT
### June 30, 2001

## I. Introduction/Overview

The University of Maryland Eastern Shore (UMES) in July 1998 received approval for multiyear funds from Maryland Higher Education Commission (MHEC) to undertake initiatives to improve the retention and on-time graduation rates of minority students. During the1999 fall semester, UMES's plans focused on developing an infrastructure for monitoring and assisting "At-Risk" students. This infrastructure included developing job descriptions and selecting "Retention Advisors"; establishing and/or re-writing departmental retention goals/objectives; improvement of student support services, and development of the roles and functions of the Office of Retention. This report represents the activities that were undertaken between July 2000and June 2001.

In order to increase retention the Office of Retention planned to engage in activities which would assist in the quality of student life and learning , while at the same time enhancing overall institutional quality, effectiveness, and student success. Increases in retention rates are a function of the current state of efforts to improve the quality of educational programs and services. Improving retention is a complex task: retention and attrition are multi-variant phenomena and are not subject to "quick-fix" strategies. Therefore, UMES has taregeted Academic Student Support Center, the Office of Retention and individual academic departments as the points of focus for this project. Additional staffing for the Office of Retention and the Academic Student Support Center has been made possible through Access and Success. The University had been able to strengthen the monitoring of student attendance by using the departmental "Retention Advisors".

## II.    Goals/Benchmarks

UMES's six-year graduation rate for the 1994 cohort for all students is 41%. The graduation rate for African-American students of the same 1994 cohort is 42.5%. This benchmark demonstrates UMES's commitment to the improvement of its graduation rate for minority students.

Second year retention rate of 82.3% for the 1999 cohort of first-time full-time students includes those students returning to UMES and students who continue their education at other Maryland Higher Education Institutions. The goal of 78.5% second year retention for the 2000 cohort returning to UMES is a goal to which the University is committed. It is anticipated that with the funding from Access and Success the University will be able to get its retention goals.

## II. Access and Success Campus Based Initiatives

## A. Academic Support Center and Office of Retention

### Program Overview and Goals:

The Access and Success funding has enabled the Office of Retention to obtain additional full-time staff and has enabled the Academic Support Center to hire student peer tutors. The hiring of an additional staff member and peer tutor has provided for various modes of tutorial support, and improvement in the quality of existing services.

### Desired Outcomes:

1. To increase the number of writing assistance workshops for students whom were not successful on the English Proficiency Examination (EPE).

2. To develop and implement on-going computer assisted tutorials in the Access and Success Writing Lab.

3. To provide alternative support modes to supplement traditional one-to-one and small group tutorial sessions.

4. To provide mediated computer instruction for students needing Math 101 (Intermediate Algebra).

5. To provide peer tutors for the majority of the math and science general education courses, and to provide peer tutors for 90% of the academic departments.

### Projected Academic Outcomes:

1. Pass Rate of the students retaking the EPE will be 80% or better.

2. Student participation in the alternative support modes will increase the pass rate in the courses for which they were provided tutorial support.

3. 65% or more of the math tutees will successfully complete courses.

4. Pass Rate for students receiving peer tutors in the academic departments will increase.

## Program Results:

## Goal 1

Goal 1 was met. Students who were unsuccessful in passing the EPE were provided writing assistance by the writing skills specialist hired by the Office of Retention. The hiring of an additional writing skills specialist has afforded the Access and Success/Office of Retention the opportunity to provide writing tutorial services to students who could not be served by the Academic Support Center. The writing skills specialist served 40 students during the Fall semester and served 25 students during the Spring 2001 semester. 90% of the students enrolled in the Writers Workshop re-took the EPE and 92% of the students re-taking the EPE in during Fall 2000 were successful and 100% of the students re-taking the EPE in during Spring 2001 did so successfully.

## Goal 2 & 4

Goals 2 and 4 are paritally met. The Development of a campus-wide tutoring program was implemented during the 1999 spring semester. Many department chairs applauded the success of this project and they anxiously awaited the re-appropriations fund for the Fall of 2000. This year, as last year, the tutors participated in a weeklong training with videos, lectures, and a tutoring manual. The department chairs interviewed and recommended the tutors for their departments.

Tutors developed their own tutoring schedules in consultation with their department chairs and according to the needs of the students. The Director of Retention provided each department with a list of "At-Risk" students who might need tutoring. The tutors visited classrooms and consulted with faculty members about classes in which students are having difficulty. Each department will be required to report student progress to the Director of Retention.

During the Fall 2000 semester peer tutorial support report data revealed:

**Number of Students served: 275**
**Number of tutors involved:** 19
**Number of faculty:** 15
**Achievement:** 71% of the students served obtained "C" or above in tutored courses

During the Spring 2001 semester peer tutorial support report data revealed:

**Number of Students served: 318**
**Number of tutors involved:** 19
**Number of faculty:** 15
**Achievement:** 82% of the students served obtained "C" or above in tutored courses

This goal was not met for the Fall semester but we met and exceeded our goal during this Spring 2001 semester.

## Goal 3

Goal 3 is partially met. Mediated–Learning Laboratory for Intermediate Algebra MATH101 is constructed and was used in Fall 2000. During the semester ten sections of MATH101 met 5 days a week. Tutors (graduate students) were hired to assist students enrolled MATH101. Ten lab assistants were hired and were available in the classroom while instruction took place. They were also in attendance during the extended lab hours in the evenings. A total of 252 students were enrolled in the mediated-learning laboratory during the Fall Semester and 122 students were enrolled during the Spring 2001 semester. **The percentage of students successfully completing the course with a grade of "C" or better was 61% for the Fall semester and 41% for Spring semester.**

## B.    Departmental Activities and Office of Retention

### Program Overview and Goals:

The Access and Success funding has enabled the Office of Retention to release time for "Retention Advisors" for fourteen (14) of the fifteen (15) undergraduate programs. The establishment of these advisors was the first step in creating an infrastructure for academic success and improvement of retention and graduation rates.

The major responsibility of the "Retention Advisor" was to serve as liaison between the Office of Retention and the respective departments. Other duties included monitoring, providing academic support and/or providing the "at-risk" student with information about available resources. "At-risk" students are identified by low class attendance, GPA below 2.0 and any student receiving a "D" or "F" as a mid-term grade or for a final grade. Additionally, these advisors are ask to prepare progress reports on "at-risk" students.

### Desired Outcomes:

1.  To increase the class attendance behavior of all students across majors.

2.  To increase the number of departments with measurable retention goals/objectives for "At-Risk" students.

3.  To increase the number of departments with documented support activities for " At-Risk" students.

4.  To increase the number of departments with documented impact data for "At-Risk" students.

## Projected Academic Outcomes:

1. All (100%) of the academic departments will have measurable retention goals/objectives for "at-risk" student.

2. 70% class attendance rate for undergraduate classes.

3. 7% increase in the total number of "at-risk" students with GPA's of 2.0 or above by Fall 2001.

4. 7% increase in the total number of "At-Risk" students with "C" or better final grades by Fall 2001.

5. 90% success rate for students enrolled in the summer *Jump Start* program.

## Program Results:

### Goal 1

Goal 1 was met. Measurable retention goals/objectives were submitted by the departments (Appendix A).

### Goal 2

Goal 2 was met. A systematic attendance-monitoring program was implemented during the Spring 2000 Semester. This system is being used as an early warning/intervention for students whose attendance behavior would place them in jeopardy of failing, based on the Institutional Attendance Policy. Preliminary results of this program revealed that the new attendance-monitoring program has helped to improve students' class attendance as indicated below (Appendix B):

♦ Spring 2001: Attendance was reported for 64% (354 classes) of all undergraduate classes offered as compared to 59% (334 classes) of all undergraduate classes offered during Fall 2000 .

♦ By the end of the Spring 2001 semester, the number of students attending classes, of the 64% of classes reporting attendance data, rose from 75% to 90% .

### Goal 3 & 4

Goal 3 and 4 were met as evidenced by the departmental "at-risk" student data reported in Appendix C.

## Goal 5

During the summer of 2001, we enrolled twenty-five students in the first *Summer Jump Start* program. These students are being provided an intensive instructional and tutorial program. Tutoring is provided during class time and during the evening. Students are enrolled in entry level English Composition (English 101) in conjunction Math101/Math109. To date all students are making satisfactory progress in English101. Additionally, all Math109 students are making adequate progress.

## Program Results

Departmental "at-risk" data review reveals that a significant decrease in the number of "at-risk" students between the mid-term and final grade posting for Fall 2000 and Spring 2001 (Appendix C). There was a 31% decrease of "at-Risk" students from mid-term to final during the Fall semester and a 34% decrease from mid-term to final during the Spring 2001 semester. Data further reveals that 52% of UMES students were "at-risk" at mid-term, and only 36% were "at-risk" at the end of the Fall 2000 semester. In comparison, 59% of undergraduate UMES students were "at-risk" at mid-term and only 39% were "at-risk" at the end of the Spring 20001 semester. These data indicate that we had met and exceeded our goal of having a 5% increase in the total number of students who have GPA's at or above 2.0 and who have "C" or better for final grades.

As demonstrated by the preceding data the Access and Success program is producing measurable results. The grant has enabled the University to better coordinate retention and graduation efforts campus-wide. Continued funding from Access and Success will enable UMES to enhance and strengthen its services to "at-risk" minority students. The Access and Success grant support has been a major contribution to our retention efforts and the University expresses its gratitude to MHEC for the opportunity.

## New Initiatives

We implemented several new programs during the Fall semester 2000. Some programs were funded by this project. Other programs are collaborative ventures with other departments for which no direct funding is required. The new initiatives were:

- Hiring extra personnel to teach different sections of our first year freshman transition courses.
- Coordinating the commonality between all the first year freshman transition courses.
- Providing mini-grants for faculty serving learning opportunities.
- Collaborating on money management workshops with the Residence Life Resource center.
- Collaborating on money management planning with the Financial Aid Office.
- Providing departments with funding for departmental retention activities.
- Offering graduate school standardized test preparations workshops.
- Establishing a new program for freshman male empowerment.

## Program Results

1. We hired seven (7) new instructors for the first year freshman transition courses. All instructors were provided a common syllabus and textbook. Planning meetings took place with the instructors to develop a specific University textbook to be used with the transition course. In addition to the textbook, we developed a customize student "day planner".

2. We increased the number of instructors and this allowed us to decrease our class size from approximately 50 to 35 or less. In addition to hiring instructors for the transition courses, three peer mentors were assigned to assist five of the new instructors. A total of 325 students were enrolled in the courses taught by the seven instructors during the Fall semester and 152 students were enrolled during Spring 2001.

3. The data revealed that 93% of students enrolled in the first year experience transition classes, during the Fall 2000 semester returned to the University for the Spring 2001 semester.

4. During the first week of October we held two service-learning workshops. New faculty members were shown how service learning could have a positive impact on retention. They were also given instruction on how to establish a service-learning project in their classes. We had approximately fifteen (15) faculty members in attendance. Some faculty submitted applications for service-learning mini-grants in January; ten (10) of them were awarded.

5. The Residence Life Resource Center has held five money management workshops. Approximately 20-35 students were in attendance at each workshop. In collaboration with the Financial Aid Director, an on-line financial aid budget calculator has been identified. Plans are being made to review the use of this budget calculator for use with the students enrolled in our transition courses.

6. All departments submitted written requests for retention funding expenditures and conducted activities to assist in retention (See Appendix A).

7. We began our test preparation workshops in October 2000. Our seating limit goal was twenty-five (25) students and we met this goal. Our next workshops was held on December, February and April. We met half of our projected enrollment for the subsequent workshops.

8. We began weekly seminars for freshman male students in September. These seminars were established to assist our freshman male students in developing linkages with male faculty and staff. Approximately 10 students attended our first meeting. Activities planned include intramural sports, community service opportunities, book reading club and lecture series.

# APPENDIX A

# School of Agriculture and Natural Sciences

## Agriculture

### Retention Goals:

1. organize informal student/faculty forums
2. Develop an Advising Manual for all incoming students
3. Develop a system where 85% of all incoming freshmen are pre-scheduled into classes for their first semester.
4. Increase overall retention rate by 10%.
5. Increase by 20% the number of students within the Department that receive scholarship aid.
6. Increase the diversity of Internships available to students.
7. Reduce by 10% the number of students in the "at-risk" category.
8. Reduce the number of students with semester GPA's below 2.0 by 10%
9. Improve the number of midterm "D" and "F" grades to "C" and above by 10%

### Number of Majors Served

Spring 2001: 57
Fall 2000: 59

### Program Results:
#### Number of At Risk Students Served:

**Spring 2001 - Mid Term**
**39** Students Receiving "D" or "F" (Reflects 68.4 % of majors)*
**Spring 2001 - Final Grades**
**14** Students Receiving "D" or "F" (Reflects 24.6 % of majors a 64.1 % decrease form Mid Term)*
Students with Semester GPA Below 2.0 at Final: **10**(17.5% of majors)
Students with Cumulative GPA Below 2.0 at Final: **6** (10.5% of majors)
**\*# of Majors - 57**

**Fall 2000 - Mid Term**
**43** Students Receiving "D" or "F" (Reflects 72.9 % of majors)*
**Fall 2000 - Final Grades 26** Students Receiving "D" or "F" (Reflects 44.1 % of majors - a 39.5 decrease from Mid Term)*
Students with Semester GPA Below 2.0 at Final: **14** (23.7 % of majors)
Students with Cumulative GPA Below 2.0 at Final: **6** (10.2% of majors)
**\*# of Majors - 59**

### Faculty and Staff Involved in the Interventions:

♦ The Departmental Retention Advisor worked with individual faculty members and the Chair to monitor class attendance and inform "at risk" students of services available through the Access to Success Center and Student Services.

**Total Hours Spent Advising**

♦ Approximately 40 hours were spent advising during the 2000-01 academic year. At risk students were contacted after mid-term grades were distributed in the fall and spring and were asked to contact the departmental retention advisor. During the fall semester approximately 25% responded, however this increased to approximately 50% for the spring semester. One reason for the increased response was the improvement of the campus student e-mail system.

**Actions Taken:**

♦ **Specific Action Plans For Students with "D" or "F"**

- o Students were e-mailed and encouraged to contact the departmental retention advisor. Follow-up letters were sent to those who did not initially respond.

- o Students were put in contact with tutors and/or counselors.

♦ **Specific Action Plans For Students with GPA Below 2.0**

- o Students were e-mailed and encouraged to contact the departmental retention advisor. Follow-up letters were sent to those who did not initially respond.

- o Students were put in contact with tutors and/or counselors.

♦ **Types and Number of Efforts to Contact students**
- o Attendance records were kept for all courses and students with excessive absences were contacted.
- o E-mail and telephone contacts were made.

**Results of Actions:**

♦ There was a reduction, although probably not significant, in the percentage of students receiving "D" or "F" grades at mid-term when comparing the spring 2001 semester to fall 2000 (68.4% vs. 72.9%, respectively). The more important improvement was the more dramatic reduction in students receiving "D" or 'T" grades at finals over the same time period (24.6% vs. 44.1%). The increase in the number of students able to improve their grades during the spring semester is thought to be due to an increase in the availability and use of student tutors.

## Human Ecology

**Retention Goal:** **To maintain a minimum graduation rate of 50 percent at five-year intervals.**

## Retention Objectives:

A.    To maintain a current student data base system that tracks enrollment and "at-risk" student information

## Program Results:

**Number served:** 125
**At-risk students:** 83 (58.4%) received at least one grade of D or F mid-term or at final
31 (24.8%) students had finals

**Spring 2001:** 53 (42.4%) received D or F for the final marking period or had a cum GPA < 2.0.

These data reveal that 53 (42.4%) majors in the Department of Human Ecology were classified as "at-risk "students based on receipt of final grades of D or F or a cum GPA of less than 2.0. Freshman students and sophomore students accounted for 75% of the students deemed "at-risk".

## Rehabilitation Services

## Retention Goals

1. Ninety percent (90%) of students in rehabilitation classes without excessive absences.

2. Fifty percent (50%) of Rehabilitation Services majors will attend a group or individual advising session.

3. Fifty percent (50%) of Rehabilitation and Pre-Rehabilitation majors who receive a grade of "D" or a grade of "F" in any class will have an advising contact from the department retention advisor or other rehabilitation faculty.

4. Sixty percent (60%) of Rehabilitation and Pre-Rehabilitation majors who have a cumulative grade-point average (GPA) below 2.0 will have an advising contact from the department retention advisor or other rehabilitation faculty.

**Number of Majors**

       Spring 2001:  119
       Fall 2000:    111

**Program Results**

      <u>Spring 2001</u>
      **Number of At Risk Students Served:  64**
      **Spring 2001 - Mid Term**
      Students Receiving "D" or "F" - 64 (Reflects 54% of majors)

      **Spring 2001 - Final Grades**
      Students Receiving "D" or "F" - 43 (Reflects 36% of majors- an 18 % decrease from
      Mid Term)
      Number of Students with GPA Below 2.0 at Final - 10

      <u>Fall 2000</u>
      Number of At Risk Students Served:

      **Fall 2000 – Mid Term**
      Students Receiving "D" or "F" – 54 (Reflects 49% of majors)
      **Fall 2000 – Final Grades**
      Students Receiving "D" or "F" – 36 (Reflects 32% of majors – a 17% decrease from
      Mid Term
      Number of Students with GPA Below 2.0 at Final: 11

**Faculty and Staff Involved in the Interventions**
    All faculty and staff are involved in these interventions.

**Total Hours Spent Advising**
- Between the group and individual advising sessions conducted by all faculty and staff, an approximate total of 120 hours of advising was conducted.

**Actions Taken:**
- **Specific Action Plans For Students with "D" or "F"**
  Students with a "D" or "F" at midterm were contacted by mail, phone, and/or in person and encouraged to contact the departmental retention advisor, their departmental academic advisor, the office of Access and Success, and to obtain a tutor at their earliest opportunity.
- **Specific Action Plans For Students with GPA Below 2.0**
  Students with GPAs below 2.0 at midterm were contacted by mail, phone, and/or in person and encouraged to contact the departmental retention advisor, their departmental academic advisor, the office of Access and Success, and to obtain a tutor at their earliest opportunity.

◆ **Types and Number of Efforts to Contact students**

> All students were contacted by mail upon receipt of midterm grade deficiencies. Additionally, a number of students were contacted by phone and in person by the departmental retention advisor.

## Results of Actions

◆ Probably the single most effective intervention in our department is the tracking, reporting, and student notification of excessive absences. This process has resulted in substantially improved attendance over the past two years.

◆ The tracking of and contacting of students with deficient grades appears to also have made a positive impact. Both in Fall of 2000 and the Spring of 2001, a substantial improvement was observed in midterm to final grades. Additionally, the number of students with CUM GPAs below 2.0 is relatively small (Fall=11, Spring=10).

# School of Arts and Professions

## Criminal Justice

**Retention Goals:**

1. Encourage students to enroll in Winter and Summer Sessions.
2. Involve and/or familiarize students in some phases of faculty research.
3. Organize forums, seminars, etc. for student debate and other activities.
4. Organize sessions for at risk students and students in good standing to study together.
5. Develop student network(s) forums, including designated times and places, during which communication and student mentoring and tutoring.
6. Inform students about support sessions available to them, including how to gain access to such services.
7. Monitor the academic progress of "at risk" student.
8. Encourage students to attend conferences and meetings.

**Program Results:**

**Number of served:**    Fall 2000 semester  223 majors
148 students had grades D or F (mid-term).
45 students have GPA's of less than 2.0.
94 students had D or F grades  (finals)

Spring 2001
145 students had grades of D or F (mid-term)
87 students had grades of D or F (finals)
45 students have GPA's of less than 2.0. (mid-term)
43 students had GPA's of less than 2.0 (finals)

**Time Spent:**    490 hours advising students.

**Number of faculty:**    Seven faculty members serve as advisors

**Actions Taken:**

♦ Establish Moot Count sessions for the current semester and campus-wide debates.

♦ All instructors encouraged the "study groups" approach in their class.

♦ The Department is forming and sponsoring a chapter of the National Criminal Justice Honor Society Chapter members will attend the Academy Of Criminal Justice Sciences annual meeting in Washington, D.C. in April 2001.

♦ Students with "D" or "F" grade were contacted by advisors and specific action is recommended e.g. tutoring, counseling etc.

♦ Advisors contacted students with GPA's below 2.0 and attempts are made to determine the reasons(s) for the low GPA. Selection of courses at pre-registration is carefully monitored to insure, to the extend possible, that the student is not over-extended.

♦ Telephone contact with students by support staff. Additionally, faculty used the period of time set a side for registration to advise and counsel students. Getting students to come in for counseling was difficult.

♦ The Department has developed a book loan program for students who are having financial difficulty.

♦ The department, through its Newsletter, Bulletin Board, posters and signs continually encourages students to submit their financial aid forms in a timely manner.

## Education

**I.   Retention Goals**
1. To reduce the number of students receiving grades of "D" and "F" from midterms to finals by 15%.

2. To reduce the number of students receiving GPAs of less than 2.0 from Fall 2000 to Spring 2001 by 10%.

3. To increase the number of students passing the PRAXIS I from Fall 2000 to Spring 2001 by 10%.

**II.   Number of Majors Served:  104**

      **Spring 2001**   - 104
      **Fall 2000**      - 100

**III.   Program Results:**
**Number of At Risk Students Served:  21**

      **Spring 2001 - Midterm**
      Students Receiving "D"or "F"  - 38  (Reflects 37% of majors)

      **Spring 2001 - Final Grades**
      Students Receiving "D" or "F" = 22  (Reflects 21% of majors – a 15% decrease from midterms)

Students with a GPA below 2.0 at Final - 12 (Reflects 11.5% of majors)
**# of majors in Spring = 104**

**Fall 2000 - Midterm**
Students Receiving "D"or "F" - 40 (Reflects 40% of majors)

**Fall 2000 - Final Grades**
Students Receiving "D" or "F" - - 27 (Reflects 27% of majors - a 13% decrease from midterms)

# Students with a GPA below 2.0 at Finals - 12 (out of 100)
**# of majors = 100 in Fall**

### Faculty and Staff Involved:

- The retention advisor worked in conjunction with the Department Chair to make certain attendance records were kept and sent to Access and Success. Three peer advisors worked with at risk freshman contacting them bi-weekly to see how they were doing and what help could be offered.
- One graduate assistant was hired to help with PRAXIS test taking skills.

### Total Hours Spent Advising:

- During the Spring semester, about 65 hours were spent in advising education students, not just students identified as at-risk.

### Actions Taken:

- All students with grades of D or F are required to retake the course(s). Those with less than a 2.0 GPA must take a reduced course load.

- Letters are sent to all students with a GPA of less than 2.0 requesting the student set up an appointment to discuss their plan of action. Follow-up emails have been somewhat successful, as have phone calls.

- Students are referred to tutors if needed. They are also asked to maintain close contact with their peer advisor. In some cases, a peer advisor may go to the student's class and wait for the student after class.

- Attendance records were kept and sent to Access and Success for the majority of classes within the Department. Letters were sent to students with excessive absences.

- Students are assigned peer advisors in addition to their faculty advisor at the
  beginning of the semester. Meetings are scheduled with at-risk students as soon as they have been identified

## Results of Actions

**Goal #1:** One departmental goal was met. The numbers of D's and F's from midterms to finals were reduced by 15%.

**Goal #2:** There was no substantial change from Fall to Spring semester in the number of students with a GPA below 2.0.

**Goal #3:** Since students chose not to enroll in the PRAXIS workshops in the Spring, there is no data to support success in this area. See Plan of Action below to remedy situation next semester.

## Examples of Plans of Action:

♦ A new Departmental Handbook is being developed so students will be more aware of their responsibilities within the Department

♦ Because the PRAXIS workshops this Spring were very poorly attended, the workshop will be tied to EDCI200 in the Fall 2001 semester. All students who have not yet passed PRAXIS I will be required to take the workshop.

## English and Modern Languages

## Retention Goals and Activities

1. To create literature that provides students with information regarding advising, computer services, academic support, career services, financial aid, etc.
2. To create systems that foster greater communication between students, instructors, retention personnel and support personnel.
3. To devise a system that will enable identification of at-risk students at earlier stages and encourage advising and utilization of support services. This will include more efficient tracking of tutoring.
4. To create a web page that will serve to provide information about retention services. This will be in addition to faculty web pages.

## Program Results

**Fall 2000**
Number of English Majors:   140
At-risk students served (students earning D or F):
Mid Term:                               100  (71%)
Final:                                     54  (38%)
**Percentage Decrease:**        **46**
Students with GPA below 2.0:        35  (25%)

**Spring 2001**
Number of English Majors:   132
Mid Term:                                   90  (68%)
Final:                                         45  (34%)
**Percentage Decrease**                **50**
Students with GPA below 2.0:      29  (21%)

## Faculty Involved:

- The retention advisor has worked in conjunction with the Department Chair to distribute information regarding Access and Success to the faculty.

## Total Hours Advising
- Approximately 25 hours was spent in direct advising. All at-risk students were contacted; however, the number of those who utilized advisors and support services was disappointing small (approximately 15%).

## Actions Taken
- Students were assigned advisors early in the fall semester. All new faculty were assigned freshmen and will work with those students through graduation. Each faculty member was assigned only 6-7 advisees.

- Letters and brochures, which provided information regarding the departmental retention staff and services available, were sent to all English majors.

- Additional letters requesting the students to see the retention advisor were sent to all at-risk students.

- At-risk students who responded to the correspondence were referred to tutors (both in the department, in Access and Success, and at the SDC).

- Committee chairs were appointed and committees are being formed to devise standardized syllabi for general education courses. These committees will work toward promoting greater communication among the faculty, students, and retention personnel and ensuring that course content in homogenous.

- English, Spanish, and French tutors are employed by the department and are available every weekday for approximately 3 hours.

- Most faculty have created web pages that serve as a source of information for the students. Instructors who use web pages provide detailed assignments, links to sites that are helpful to students and information about the department.

- Our departmental IT staff has kept the department web page current with information helpful to students.

# Fine Arts

## Retention Goals

1.  To develop a system to identify at-risk students early and begin the intervention program as soon as possible.

2.  To reduce the number of at-risk students in the program by 50% during the Fall 2000 semester.

3.  To pair entering freshman with upper classmen in a "Buddy System" to help make the transition from high school to college less traumatic.

## Program Results

**Number served: 52 majors**

Thirty-two (32) or 61% of all Fine Art Majors were at-risk at midterm. Twenty-three (23) students or 41% were at-risk at the end of the Fall 2000 Semester.

**53 majors**

Twenty-eight (28) or 52% of all Fine Art Majors were at-risk at midterm. Twenty-five (25) students or 47% were at-risk at the end of the Spring 2001 Semester.

**Faculty Involved:**

♦ Advising in the department is done by discipline. Music Education majors are advised by Dr. Douglas Smith. Dr. Smith advises music students spending an average 1.0 hour with each student per semester. Ernest Satchell advises art majors and spends approximately one hour per semester with each student. The entire Fine Arts faculty contributes to the retention effort.

**Actions Taken:**

♦ All students receiving grades of "C" or "D" received letters from the department chair asking that they meet with their departmental advisor and retake these courses the next semester or the next time the course is offered. Copies of all correspondence to students are sent to their advisor.

♦ Students with grade point averages below 2.0 are not permitted to carry more than 12 credit hours the next semester. Students are required to receive tutoring in those subjects where the grade deficiencies exist. Advisors monitor student progress.

**Results**:

♦ Fine Arts currently has an enrollment of 53 majors with four graduating seniors. This represents a net again of one student since the Fall 2000 semester. The number of at-risk students identified during Fall 2000 Semester was reduced from 32 to 23 students (17% reduction). The number of at-risk students identified during Spring 2001 Semester was reduced from 28 to 25 students (5% reduction).

Retention despite all our efforts continues to be real problem. The number of "at-risk" students increased from 23 to 25 over the past two semesters. Early interventions are our intent and we continue to make tutorial referrals. In addition, to tutoring in lecture courses, we are expanding to cover studio courses.


## Social Science

Retention Goals

1. To identity and work with at risk students to increase their GPA to 2.0 by end of Spring 2001
2. To hold four group advising sessions for all dual-degree students to insure their steady progress and proper timing for field placement in the senior year.
3. To conduct a student satisfaction survey of sociology majors
4. To contact and discuss with freshman the College Student Inventory
5. To maintain attendance records and submit them to Office of Access and Success

**Program Results**:

1. Number of students served: 150 majors
2. Number of students at risk: 51 students were identified at mid-terms as having a "D" or "F" grade in a class. Of those 51, 86 % were no longer at risk. Six students were academically dismissed and one student is on probation.
3. Four group advising sessions were held and student problems were corrected. An additional offering of research methods is now being taught to keep students on track.
4. A student satisfaction survey was conducted for the major. The overall results showed a high satisfaction with the major.
5. All student advisees who took the Student Inventory were contacted and scheduled for meetings. About 50 percent did respond to our request for a meeting.
6. Absenteeism letters were sent to all students requiring them. This did result in several corrections of course enrollment errors and better attendance.

**Faculty Involved:**

- The Retention Advisor worked with all faculty members. This included four full time faculty and about 6 part-time faculty.

**Total Hours Spent Advising:**

- The number of hours advising was about 75 by all faculty members. This included "warning letter," advising, attendance advising, and Student inventory advising

**Actions Taken:**

- Letters were sent to all students who were measured as at risk.

- Students were referred to a tutor as need or other university services.
- Students with excessive absences were reported to the retention office. All faculty were instructed to keep attendance. Attendance policy was part of each course.

**Results:**

- The department has had easier transition to field placement for dual-degree students resulting in fewer drop outs from the program

- Freshman who were identified as having problems on the Inventory Survey were directed to proper university services. This session also provided a good first contact point with the student and the advisor. The students funded by Access and Success did the contacting and arranging of appointments.

- The overall retention rate of the department increased.

- The value of the Student inventory survey should not be underestimated. I found this a very good tool for identifying student problems and as a means to get to interact with them out side of the class. I believe it should be repeated with the incoming freshman class.

# School of Business and Technology

**Business, Management, and Accounting**

I.  **Departmental Retention Goals:**

1.  To establish a comprehensive orientation process for each student majoring in the Department of Business, Management and Accounting.

2.  To continue to refine a centralized advisement system where designated faculty advisors maintain overall responsibility for advisement of various categories of students. Other faculty assisted the designated advisors.

3.  To determine each student's learning style (The Myers Briggs Test will be administered by a qualified person).

4.  To increase the quality and availability of tutors to assist students experiencing difficulty in upper level business courses.

5.  To establish and implement standards for admission to all business programs. The admission standards will be based on a combination of high school GAP and SAT scores.

II.  **Number of majors served:**

Spring 2001    385
Fall    2000    357

III.  **Program Results:**

**Number of At Risk Students**

**Spring 2001** - Mid Term Grades
Students receiving "D" or "F" grades = 286
286/385 (74 percent of Majors) 286

**Spring 2001** - Final Grades
Students receiving "D" or "F" grades = 181
181/385 (47 percent of majors)

**Fall    2000 –**
Students with GPA Below 2.0 after Final= 54
**Number of majors  = 385**

**Fall    2000** - Mid Term Grades
Students receiving "D" or "F" grades  = 206
206/357 (58 percent of majors)

**Fall 2000** -Final Grades
Students receiving "D" or "F" grades = 195
195/357 (55 percent of majors)
(A 5 percent decrease from mid-semester)

**Spring 2001** –
Students with GPA Below 2.0 after Final = 50
Number of majors = 357

IV. **Faculty and Staff involved in the interventions:**

| | | |
|---|---|---|
| Dr. Dorothy M. Mattison | - Lead | 200 hours |
| Mr. Bryant C. Mitchell | - Lead | 250 hours |
| Remaining 11 Faculty Members | | 200 hours |

V. **Total Hours Spent Advising** 650 hours

VI. **Action Taken:**

- All At-Risk students- were contacted via e-mail, memoranda, and contacted via announcement made in classes in which students were enrolled.
- Efforts and contacts were on-going. Students were encouraged to seek help via Tutorial Services, discussion with advisors, and to seek assistance during their instructors' office hours.

VII. **Results of Actions:**

- The grades for "at-risk" students increased 65 percent in individual courses from mid-semester to the final grades reported.
- Individual course grades for "at-risk" students decreased by 31%.
- There was no change for 2.3 percent of the grades.
- 60 % of the students taking ACCT 201 received C or higher grades as compared to previous semesters when the failure rate was greater than 50 percent.

VIII. **Plans of Action:**

- Continue with efforts to decrease class size.
- Continue with centralized advisement system for "at-risk" students.
- Increase faculty sensitivity training to meet the needs of "at-risk" students.
- Continue recommending capable students to serve as tutors for courses where students frequently experience difficulty.

## Engineering

### Retention Goals and Activities

1. To identify students considered At Risk, and determine if the student meets criteria necessary for continuance in the major.

2. Provide At Risk students with appropriate academic and career guidance in order to place them in a major which may afford them greater success and progress.

3. Provide students and faculty access to state of the art computers and software programs. By supplying the student and faculty population with industry current materials and equipment students will be motivated by the assurance that the academic experience will directly relate to the future work experience.

4. To make readily available within the department a support structure to include tutorial services on a wide range of subjects.

5. To provide multidisciplinary activities which demonstrate the practical applications of theory as well as monetary rewards for participation.


### Program Results:

**Number of Students Served Fall of 2000: 53**
**Number of Students Served Spring 2001: 45**

**Fall of 2000 - Final Grades**

- Students Receiving "D" or "F" = 24 (Reflects 45.28% of Majors) the final grade of "D" being awarded 21 times. The final Grade of "F" was awarded 25 times.

- Of the 53 students, served 10 or 18.87% had cumulative GPAs of 2.0 and/or below after final grades were posted.

**Spring of 2001 - Mid Term Grades**

- Number of Students Receiving "D" of "F" grades = 18 (Reflects 37.5% of Majors Based on 48 students served at midterm) the Mid Term Grade of "D" was awarded 16 times The Final Grade of "F" was awarded 15 times.

**Spring of 2001 - Final Grades**

- Number of Students Receiving "D" or "F" grades = 19 (Reflects 42.22% of Majors base on 45 students in the program at the end of the Spring Semester) the Final Grade of "D" was awarded 18 times. The Final Grade of "F" was awarded 15 times.

- Of the 45 students served, 6 or 13.33% had cumulative GPAs of 2.0 and/or below after final grades were posted.

**Faculty Involvement:**
- All department faculty are actively involved in the identification of At Risk Students however, the Program Coordinator is responsible for implementation of all goals and objectives as well as data accumulation and analysis.

**Total Hours Spent Advising:**

- The advisement process is on-going and involves students with GPAs of 2.0 and below as well as poor performance in specific classes. (i.e. a student with a GPA of 3.0 but failing Math 112 will be counseled and paired with a tutor.) Of the 10 "at- risk" students (as determined by GPA) during the Fall of 2000, all were contacted and only four responded. Approximately 1/3 of the programs coordinators time is spent on advising.

**Actions Taken:**

- Students not attending scheduled classes were referred to the Office of Retention for counseling. Students requiring tutoring were assigned to the tutors located in Tanner Hall and their progress was monitored.

- Students with GPAs of 2.0 or less were contacted and counseled on their progress. Suggestions were made as to possible corrective actions including career reassessments and change of majors. Students found to be receiving guidance from other departments and listed as Engineering majors were encouraged to make necessary change of majors if applicable.

- Updated software was purchased, as well as, a printer for the Tanner Hall Computer Lab in an effort to encourage Engineering Students to spend more of their study time in the Department where resources are concentrated.

- Students were encouraged to participate in the UMES-AIR Project by being provided stipends. Underclassmen were paired with Upperclassmen in an effort to provide mentoring.

- Service learning components were integrated into several of the Engineering courses requiring students to share experiences with secondary education students or to design and implement a project with a service function.

- An Engineering Bulletin Board was installed in Tanner Hall to better disseminate information concerning scholarships, job announcements and course offerings.

## Results:

- Progress has been made toward identifying and counseling at Risk students. Between the End of the Fall 2000 semester and the end of Spring 2001 semester there has been a 15% decrease in the number of students classified as Engineering, there has also been a 3% decrease in the number of "D" and "F" grades awarded the remaining students. There has also been a 5.54% decrease in the number of students with GPAs of 2.0 and below. The department will continue to make strides towards higher GPAs as well as retention rates with the assistance of Access and Success. Majority of the focus will remain on development of Math skills since this area continues to be the major obstacle to success in Engineering.

## Mathematics and Computer Science

### Retention Goals and Activities

1. To broaden students' ability to think analytically and critically and to formulate problems, solve them, and interpret their solutions.

2. To strengthen students' ability to apply knowledge from one branch of mathematics/computer science to another and from mathematics/computer science to other disciplines.

3. To prepare students to effectively communicate mathematics/computer science both orally and in writing.

4. To enhance students' problem-solving skills and understanding related areas in science, engineering, business, and economics.

5. To effectively utilize the mechanisms devised to identify at risk students and to observe those areas, which are in need of improvement and successfully upgrade them.

### Program Results:

**Number of Students Served: 259 Majors**
**Number of At Risk Students Served:**

**Fall 2000 – Mid Term**
Students Receiving "D" or "F" – 187 (Reflects 72% of majors)

**Fall 2000 – Final Grades**
Students Receiving "D" or "F" - 142 (Reflects 55% of majors – a 17% decrease from Mid-Term)

Students with GPA Below 2.0 at Final- 45

**Number of Students Served: 252 Majors**
**Number of At Risk Students Served:**

**Spring 2001 - Mid Term**
Students Receiving "D" or "F" - 170 (Reflects 67% of majors)

**Spring 2001 - Final Grades**
Students Receiving "D" or "F" - 136 (Reflects 53% of majors- a 14% decrease from Mid-Term)

Students with GPA Below 2.0 at Final - 49


**Faculty Involved:**
- The Retention Advisor worked in conjunction with the Department Chair to convey Access and Success information to the Department Faculty. A department Retention Committee was established. Actions decided upon were reported to other faculty members at department meetings and/or via e-mail for those matters of greatest importance.

**Total Hours Spent**
**Advising:**
- Of the 170 students contacted at mid-term (Spring 2001), 84 responded. Approximately 45 hours was spent in advising.

**Actions Taken :**
- Letters were sent to students with GPA below 2.0 and grades of *D or F*. These letters requested that the student make an appointment with the retention advisor as soon as possible. Second letters were mailed and phone calls, where numbers were available, were made to students who did not respond.

- Two tutorers were hired to work solely with *at risk* students. Students were referred to these and other tutorers in the department. Tutors kept records of the students reporting to them and reported the same to the Retention Advisor. At the initial meeting, the "at-risk" student was given a schedule containing the dates they should report to the Retention Advisor.

- Students missing reporting dates were contacted. Faculty reported any *at risk* student(s) with excessive absences. So that *at risk* students in the department could have immediate access to a computer, A Gateway E-4600SE computer was purchased from the alloted budget.

- Individual faculty homepages, which serve as an avenue for dissemination of course materials, have been developed.

- A final draft of the Departmental Handbook has been completed. This will provide students with information on computer labs, courses/course listings, professors, scholarships, internships, clubs and other valuable information concerning the University and community. The Handbook will be distributed commencing Fall 2001.

**Results:**

- The Department had two hundred and fifty-two (252) undergraduates enrolled in spring 2001. This is a decrease of 3% from Fall 2000. There is an increase in the quality and availability of tutors to assist students experiencing difficulty in Mathematics/Computer Science (more graduate students are being used for tutoring). Core faculty taught MATH101 classes.

- Students not reporting to Retention Advisor and/or tutors or those who had excessive absentees were sent a letter and telephoned. Advisors were asked to aid in contacting students. Also, class schedules were reviewed so that a student could be contacted in class.

- Students were assigned to advisors early in the semester. Faculty and graduate students served as mentors.

- Faculty members scheduled meetings with *at risk* students as soon as they were identified.

Progress has been made in decreasing the number of students "At-Risk" in the major during fall and spring semesters. Even though there was a decrease in the percent of student identifed "at-risk"; further support is needed for the remaining students who are still "at-risk". Student performance will be carefully monitored in hopes of providing early intervention and assistance to students.


## Technology

**Retention Goals:**

Provide early intervention for at-risk students as follows:

1. Advisement for freshman "At-Risk Students" through first year experience course, Introduction to Technology.

2. Provide graduate student and peer tutoring for students that need assistance with mathematics and other courses.

3. Establish an Access and Success Study and Resource Center to include three computers and interactive software for tutoring mathematics and related subjects.

4. Increase by one hundred percent (100%) the number of students utilizing the tutor and resource center during Spring Semester 2001.

**Program Results:**

Number of students served: 95 majors

Number of at-risk students served:
Fall 2000 Midterm grades:
Students receiving "D" or "F" = 74 (77% of majors)

Fall 2000 - Final grades:
Students receiving "D" or "F" = 27 (28% = 49'7o decrease from midterm).

Students with GPA below 2.0 at final, Fall Semester = 14

Spring 2001 - Midterm grades, students receiving "D" or "F" = 59
62% of majors.

Spring 2001 - Final grades, students receiving "D" or "F" = 37
39% of majors= 23% decrease from midterm.

Students with GPA below 2.0 at final -Spring Semester - 1O.

## Faculty Involved:
♦ The Department Chair (Retention Advisor) involved and informed all faculty of Access and Success information. A graduate student provided tutoring assistance to "at-risk" students.

## Total Hours Spent Advising:
♦ Seventy to eighty (70-80) hours were spent advising and tutoring students supported by the Retention Advisor and graduate student.

## Actions Taken:

♦ At the beginning of the Spring Semester thirty-one (31) letters were mailed to low achieving students asking them to visit the Retention Advisor.

  - Approximately fifteen (15) students responded to the letter to receive advisement and tutoring.

  - Tutoring was available Monday, Wednesday and Friday from 9 a.m. to 6 pm in mathematics and science.
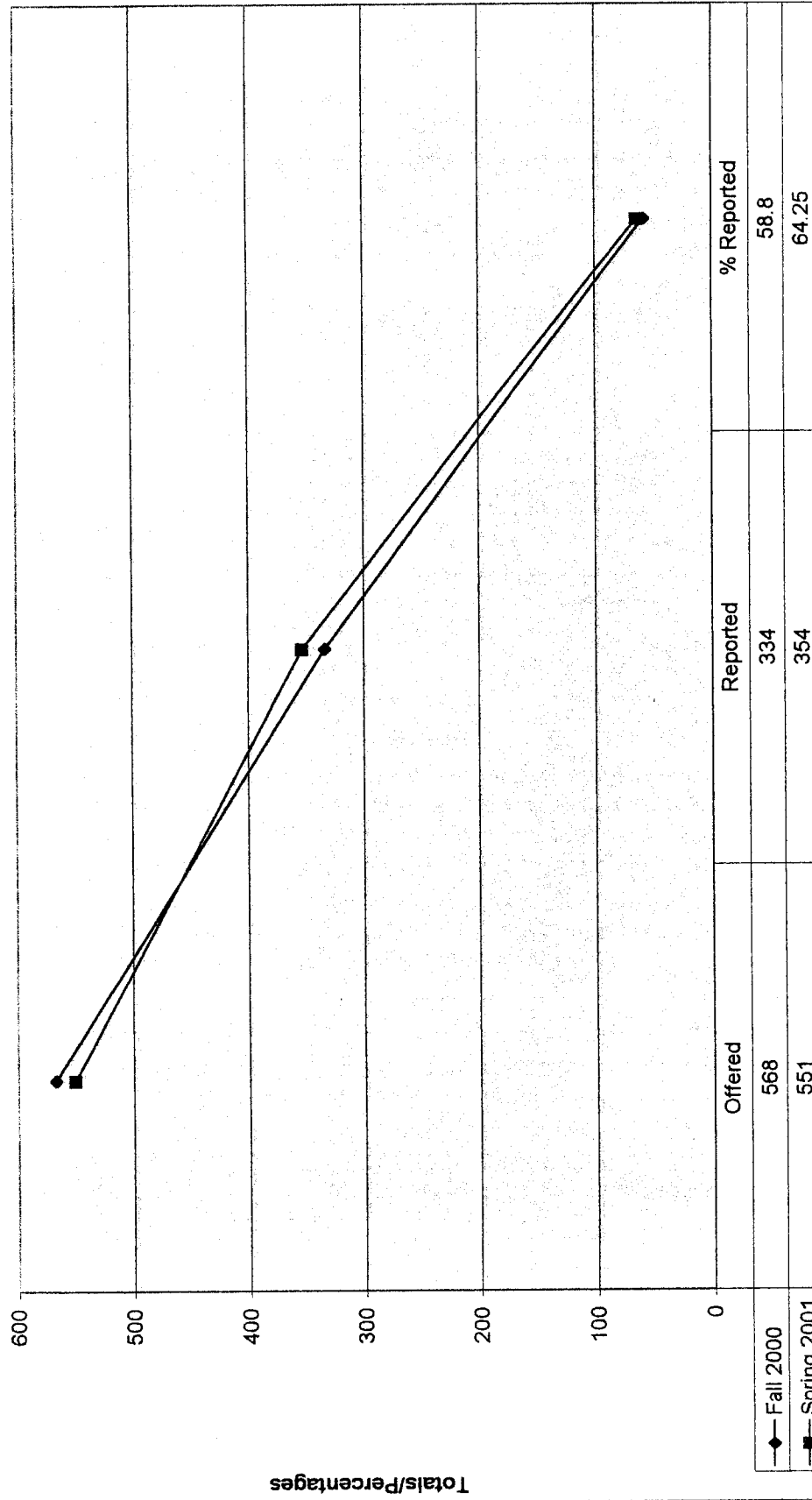
## Results:

♦ There was an increase in the number of students receiving advisement and tutoring during the Spring Semester.

♦ Faculty members were more aware of the needs of at-risk students and provided support ad referral as needed.

♦ Most retention problems in the Department are due to student deficiencies in mathematics and science courses. As a result, the department has kept a record of student performance in these courses to provide early intervention and assistance to students. Data collected for the Fall and Spring semesters reported more than 30% failure rate.

♦ Even though many students are not reporting for advisement and tutoring assistance, progress has been made at decreasing the number of "at-risk" students.

# APPENDIX B

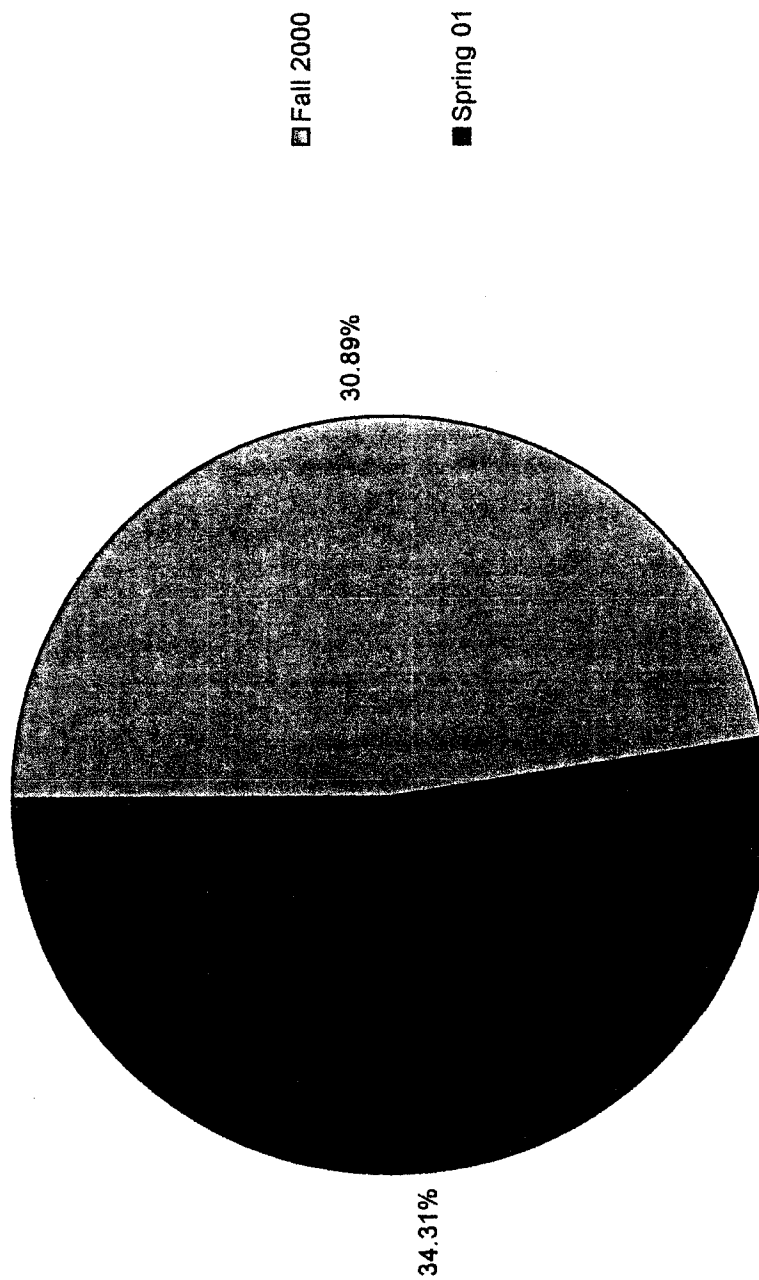**Attendence Course Comparison: Fall 2000 - Spring 2001**

| | Offered | Reported | % Reported |
|---|---|---|---|
| Fall 2000 | 568 | 334 | 58.8 |
| Spring 2001 | 551 | 354 | 64.25 |

Courses

Totals/Percentages

-291-

# APPENDIX C

**At Risk Data Comparison Totals**
**(Decreasing Percentages: Spring 2001 - Fall 2000)**



30.89%

34.31%

Fall 2000

Spring 01

# At Risk Comparison: Spring 2001 - Fall 2000
## (Decreasing Percentages Between: Mid-Term & Final)
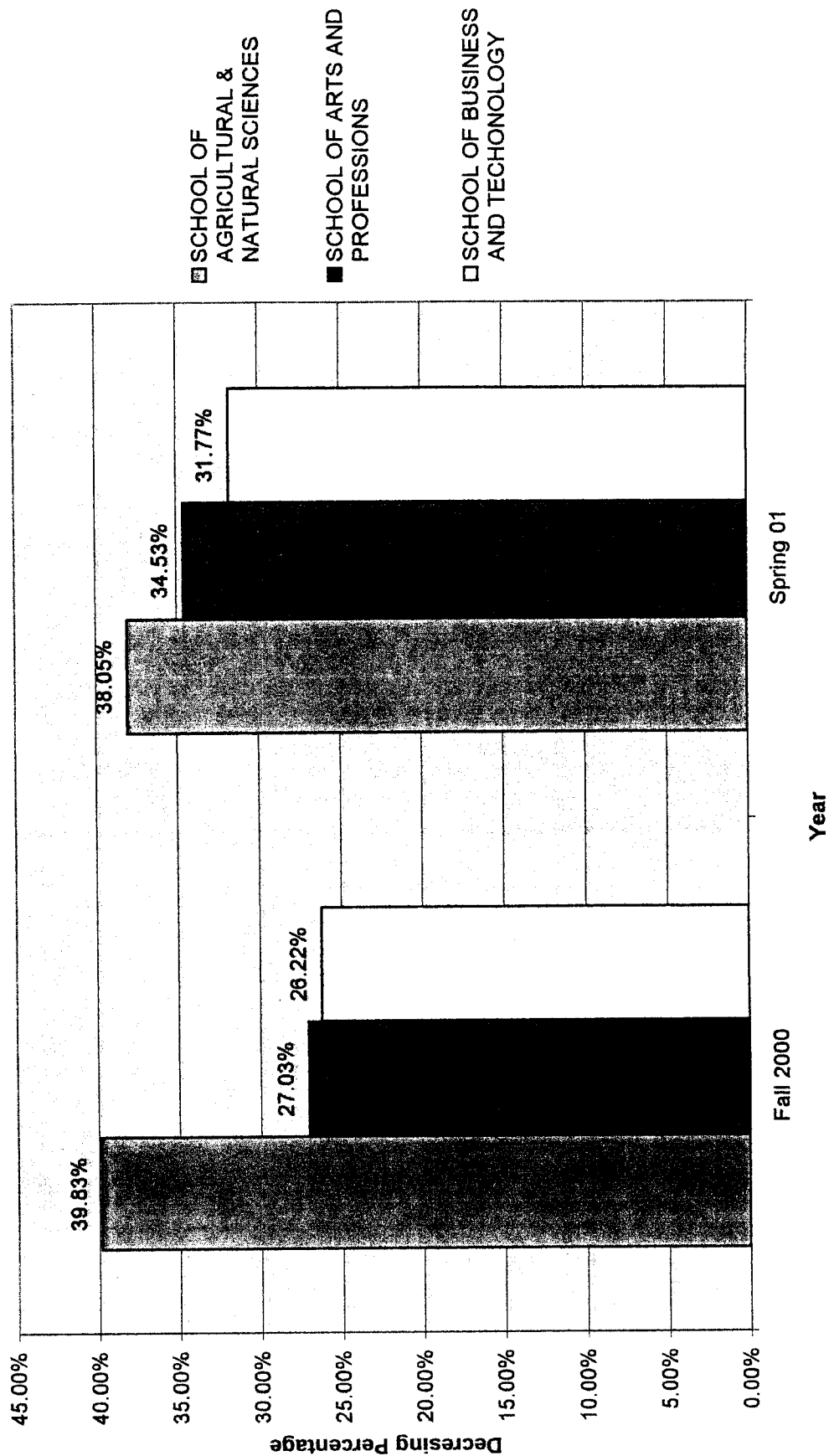


Legend:
- ▨ SCHOOL OF AGRICULTURAL & NATURAL SCIENCES
- ■ SCHOOL OF ARTS AND PROFESSIONS
- □ SCHOOL OF BUSINESS AND TECHONOLOGY

Values shown:
- Spring 01: 38.05%, 34.53%, 31.77%
- Fall 2000: 39.83%, 27.03%, 26.22%

X-axis: Year (Fall 2000, Spring 01)

Y-axis: Decresing Percentage (0.00%, 5.00%, 10.00%, 15.00%, 20.00%, 25.00%, 30.00%, 35.00%, 40.00%, 45.00%)

Parris N. Glendening
Governor

# MEMORANDUM

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

DATE:       January 16, 2002

TO:         Education Policy Committee

FROM:       Karen R. Johnson, J.D.                    STAFF:  Dr. John A. Sabatini, Jr.

SUBJECT:    Status Report on Coppin State College Strategic Plan

Per the State of Maryland's Partnership Agreement with the Office for Civil Rights, the final phase of the revitalization of Coppin State College involves developing a strategic plan for the College. The precursor for the strategic plan's development, *the Report of the Independent Study on the Revitalization of Coppin State College*, was presented to the Commission on October 5, 2001 by the Study's chair, Dr. John Toll, President, Washington College.

The Strategic Planning Committee has already been formed. Members of the committee include Coppin State College faculty and administrators, University System of Maryland (USM) representatives, and Commission staff. An update of the Committee's progress regarding Coppin State College's strategic plan will be presented at the January 16, 2002 Education Policy Committee meeting.

The goal of the Committee is to develop a comprehensive strategic plan for Coppin State College that is within the context of the Commission's State Plan for Higher Education, *the USM in 2010 Strategic Plan*, and the Partnership Agreement, and to have it completed prior to the opening of the 2002 Maryland legislative session.

**RECOMMENDATION**: This item is for information only.